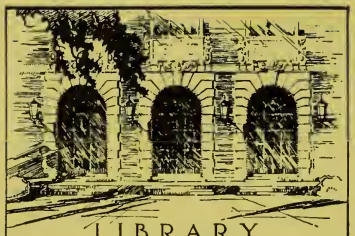

NEW YORK UNIVERSITY

BULLETIN

VOL. VIII JANUARY 1, 1908 NO. 1

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Chancellor's Report 1906-

TO THE

UNIVERSITY COUNCIL

New York University

Bulletin

Vol. VIII January 1, 1908 No. 1

Chancellor's Report

TO THE

University Council

OCTOBER, 1907

WITH SUPPLEMENT

CONTAINING THE

Commencement Address, June 5th

UNIVERSITY BUILDING
WASHINGTON SQUARE, EAST, NEW YORK, N. Y.

Published by New York University at the University Building, Washington Square, East, monthly January, February, March, and weekly, April, May, June, and entered at the New York Post Office as second-class matter under Act of July 16, 1894.

To the Venerable Council of New York University:

I present herewith in print the Annual Report of the Chancellor according to your request adopted at the annual meeting upon Monday, October 28, 1907.

Respectfully submitted,

Henry Mitchell MacCracken.

New York University,
November 1, 1907.

I. GENERAL UNIVERSITY INTERESTS

1. The Council

The Council has lost during the year by resignation Mr. Lemuel Skidmore, a member since 1882, and Dr. William R. Richards, a member since 1902, and by death Mr. Samuel Sloan, a member of the Council since 1884. There have been added to the roll Mr. David A. Boody of Brooklyn, Mr. Henry W. Hodge of New York City, and Mr. George A. Strong of Plainfield, New Jersey.

2. The Women's Advisory Committee

There have been added to the Committee during the year Mrs. Roswell Eldridge, Mrs. Oliver S. Lyford, Jr., and Mrs. L. Emmett Holt. Mrs. Lewis H. Lapham, an honorary member of the Committee, has again resumed active membership.

In addition to the regular meetings, the Committee held a number of informal meetings at the homes of various members, at each of which some member of the Faculty of the School of Pedagogy was present and spoke of the work of the school. The Committee also arranged for a number of social gatherings for the students of the School of Pedagogy, and by personal visits as well as gifts took an active interest in the work of the school. The University is especially indebted to the able President of the Committee for her untiring and devoted service in its interest.

3. The New Property at University Heights.

The most important benefaction coming to the University for the past year was the gift of $294,250 which

secured the addition to the grounds at University Heights of about fourteen acres adjoining the southern boundary and extending to the proposed new avenue known as West 180th Street. This gift is of immediate importance for many reasons, among which may be mentioned three principal ones, namely: protection, immediate benefit to the public, and immediate advantage to educational work.

1. It protects the present grounds and buildings at the Heights. Some of the latter were within less than twenty feet of the boundary line. Inasmuch as the land was about to be sold in open market without conditions, a strong probability existed that objectionable edifices would be planted within a few feet of the University buildings. The purchase secures the University grounds as fine a frontage on the south as upon the other three avenues. Also the purchase prevents costly assessments upon the University for several new streets which were planned to come through this land to the boundary line, which were not needed by the University, yet for which heavy payments would have been required both for the cost of the land and the building of the streets.

2. As is well known, the University grounds answer largely the purposes of a public park, since citizens are allowed not only to walk in them, but to drive carriages and automobiles along their roads. The new addition has been connected by a driveway with the old grounds, forming a fine contrast, since, while the latter is open lawn, this is beautified by scores of noble trees, the growth of many years. Also the entire site of a well-known Revolutionary fort becomes the property of the University, having been marked both by a huge inscribed boulder and a bronze tablet. Fine views to the south are obtained in many places.

3. The two dwellings upon the land have been opened to women students in the Summer School. The past summer every room in either house was occupied. For the winter, "West Hall" has every room occupied by students, while "South Hall," which is the larger, is occupied in the larger part. The fine old garden meets the needs of the "Department of School Gardens" in our Summer School, under Mr. Henry Griscom Parsons, Director.

The well-built edifice near Sedgwick Avenue, formerly used as a coachman's house and barn, was beginning to fall into decay for lack of roof. Its situation was attractive for a home, and the University caused it, therefore, to be converted into a dwelling, at an outlay of something over $4,000, which amount was borrowed by the Treasurer for this purpose. The residence is now occupied by a professor's family as part compensation for his work, under an agreement to surrender it should it be needed for any other university purpose.

With the growth of the University, this land will increase in usefulness through coming generations. The only unwelcome fact in this connection is that the impending heavy assessment for the street which bounds the land upon the south for a quarter of a mile, along with other necessary expenses already incurred for the property, compel the University to solicit additional gifts from its friends.

4. General Financial Matters.

The gifts to New York University during the last financial year amounted to something over $360,000. The increase of the total net value of the property of the University was a third of a million dollars. Three facts, however, stand in the way of our taking our ease in finan-

cial matters. First, our debt; second, our inability to make needed additions to salaries of professors, and third, our inability to accommodate all the students who come to our doors. The gifts received the past year, being mostly in land, do not relieve any of these three wants.

The present financial condition of the country may be named as a fourth fact which forbids our taking much comfort in our material condition. It will probably be more difficult for us than heretofore to secure subscriptions to the full extent required for our current support in order to avoid deficits. About half of our ten schools continue to need annual subscriptions in order to balance their normal receipts and expenditures.

In addition to the gift of $294,250 already mentioned, the permanent capital of the University was increased during the year by the Catlin Legacy of $10,000, the Crosby Memorial Fund, solicited by Professor E. G. Sihler, Ph.D., of $1,000, and the gift of the "Baird Huguenot Library" by the family of the late Professor Baird. The total value of the property held by the University at this date is $5,130,000. The mortgage indebtedness is $1,230,000, leaving the net value of the property of the University $3,900,000.

Our tuition fees for last year, omitting rents of dormitories and also omitting the Summer School, were $258,641. The fees of the last Summer School would swell this to more than $270,000 for tuition alone.

Owing to the change of the close of the financial year from September 1st to July 1st, it is not possible to present an exact financial comparison of the years 1905-6 and 1906-7. The following statement has been furnished me from the Treasury, subject to corrections. The deficit for the year created by the excess of current expenses over

current revenue is approximately $15,000. The current expenses were unexpectedly increased by the raising of the rate of interest on the University Heights mortgage, which added $2,500 to current expense, and the accident to the elevator machinery at Washington Square, which cost nearly $2,000.

The amount necessary, in addition to gifts for current support, to meet the current deficit has been realized from the sale of unimproved lots upon Andrews Avenue which were carried as a temporary investment. All current loans and accounts had been paid off October 1, 1907, and there was a cash balance on hand at that date of approximately $5,000. There is no floating debt.

5. Finances of the Undergraduate Colleges at the Heights

Apart from the annual interest upon the property used for education, the chief deficit in the University's expenses is created by the carrying on of the schools at University Heights, which cost last year nearly $13,000 over and above receipts from all sources. The balance against these two schools accounts for almost the total current deficit. There must be added to this deficit the interest on the mortgage incurred for these two schools, which amounts to $6,000 a year, making a total deficit of $19,000. The remaining schools, taken as a whole, showed no deficit for last year. Less than one-tenth of the expense of the general administration of the University is charged against the schools at the Heights; more than nine-tenths are charged against the downtown schools, or else against the special endowment for administration.

There is nothing surprising in the annual deficits of

these undergraduate schools when their productive endowment is compared with that of other undergraduate colleges of equal size. The undergraduate schools at University Heights enrolled 328 students last year. The present year they will number nearly 350 students, but the total productive endowment is only $656,022; or, subtracting what is held for scholarships, prizes and loan funds, amounting to $107,650, which money is held for help to students and not for the expenses of instruction, the total productive endowment is only $548,372.

The undergraduates at Williams College are reported at 496, about one-half more than the number at University Heights, yet the productive funds at Williams are reported at $1,429,000, more than twice our own. Wesleyan reports 340 undergraduates, only a few more than our number at University Heights; their productive endowment is reported at $1,437,000—also more than twice our own. Lafayette reports 401 undergraduates and a productive endowment of $1,607,000, nearly three times our own.

If the Residence Halls at University Heights, representing a capital of over $200,000, but yielding a small net revenue, were added, the productive endowment of the undergraduate schools of New York University would still fall far below one million of dollars, while the mortgage debt chargeable against these schools is $150,000. Seeking help for the productive endowment, the Council at the regular meeting April 22, 1907, passed the following action:

> "The Council earnestly requests the Alumni Association of the College of Arts and Science to resume their effort to endow one professorship of the Department of History and Political Science, which enrolls at this time, besides one full professor, three addi-

tional professors, each for a part of his time. The University Council would be gratified to be assured by the Alumni that the effort will be renewed and prosecuted until the contemplated sum of $60,000 shall have been secured."

6. Endowment of Deanships

I consider this a fitting time to call attention to the beginning of an endowment for our deanships. We have nine deanships in the University. They are related to the entire work of the University as the commanderships of the different armies in the time of the Civil War were related to the whole army. Yet only one out of the entire nine deanships has ever received any distinct help from the friends of the University. The propriety of such a special endowment is evident from the following facts. Every dean who fills a deanship does at the same time the work of a full professorship, yet only three out of the nine deans receive more than a professor's salary. Six of the deanships are filled each of them by a professor who receives no more pay than his principal associates. In five of the nine faculties the dean has actually a less salary than is paid by the University to at least one or two of his brother professors.

There will come a time when the present company of deans may not be able or willing to continue such generous labor. In many of the cases the present heads of faculties are pioneers and have the devotedness and enthusiasm of pioneer leaders. When I entered the University, nearly twenty-four years ago, the title of dean did not exist except in one faculty, that of medicine, and the office there was in reality that of secretary. The Law School, having only one professor and an assistant, did not want any dean;

while from the beginning the Chancellor was expected to do the work of the dean for the Faculty of Arts. The first appearance of the title of dean in its present sense was in the reorganized Faculty of Law in the year 1889. In 1892 the title was given for the first time to the chairman of the College Faculty and of the Faculty of Pedagogy; in 1895 to the chairman of the Faculty of the School of Applied Science. In 1898-9 the title dean in the Medical Faculty, under the new organization, first came to mean more than secretary. The title in the other schools is of still later date.

Up to the present date three faculties, College, Collegiate Division, and Veterinary Medicine, have never known but one dean; four, Applied Science, Medicine, Graduate Study, and Commerce, a second dean; two, Law and Pedagogy, a third. Four of these faculties have lost an eminent dean through death; in the other cases the dean retired from University service. The eminent deans whom we have lost by death are Abbott in Law, Brush in Applied Science, Allen in Pedagogy, Haskins in Commerce, Baird in Arts; also Dr. Shaw, the second dean of Pedagogy, died just after his retirement from the service of the University. The majority of these had placed on them the task of organization. They threw themselves with the entire enthusiasm of their natures, without serious regard to money compensation, into the work of building up a faculty on a university platform. The University owes much to the distinguished men whom I have named. It has loved to commemorate them in its annals. Their names will not grow less distinguished when another generation shall show more fully the fruitage of their efforts.

The work of a dean as prescribed by the statutes is fivefold. First, he is to preside over each meeting of the

faculty. While he is only first among equals, yet, as is well known, a chairmanship of any body is usually granted by that body large influence, if not extended power. Second, he is to superintend the enrollment of students under the faculty rules. Third, he is to supervise the conduct of students. Fourth, he is to advise the Chancellor in regard to nominations to the Council in his faculty of professors, instructors, and assistants. Finally, he is to present at Commencement, in the name of his faculty, the candidates for degrees. Beyond all this, there is lodged in the dean an ad interim power of discipline over students. He is also an ex officio member of the University Senate if he be a dean of one of the six oldest faculties. It goes without saying that the man who adds to the work of a full professorship the responsibilities I have named will have to give required hours to his office beyond the average of his fellow professors. The time which he might bestow like them in the writing of a book or to study and research in his chosen field, he must give to administrative work. This makes it fair that a special compensation should as a rule follow the office of dean. I need not argue whether the dean's work is a higher or lower form of work than that of the professor who pursues his favorite studies and communicates the result by the printed page. It will be generally granted that the executive leader universally requires a larger salary because of his office. His office is likely to bring on him more or less of expense. It is sure to detain him from efforts outside his professorship which might bring him in revenue.

Any one of three financial steps might be taken in this connection. First, there might be sought for each of the deanships which now pay nothing for the special work of the dean, a modest endowment of $10,000, of which the

income would be added to the present salary of the professor who serves as dean. This would apply in the case of six of the nine deanships. Second, there might well be founded for this or that deanship, combined with the professorship with which for the time being it may be combined, an endowment sufficient for the livelihood of the incumbent. Already the Deanship of Pedagogy is endowed on this plan to the amount of $36,000. Third, there might be an increase of the fund which has been started under the title of an Administration Fund, to such dimensions as would allow the use of a part of its income for a modest compensation to every deanship not otherwise provided for.

7. The University Libraries

The report of the Librarian of the General Library shows that the General Library has been increased by 3,035 volumes during the year. Of this number, 220 were purchased with the income of the Ottendorfer Fund and 276 with the income of the Solomon Loeb Library Fund. Two thousand volumes were received by gifts, one-half of this number being the gift of the family of the late Henry M. Baird, and about 200 volumes being the gift of Mr. William F. Havemeyer, to whom the University was already indebted for many and valuable gifts. The total number of volumes in the Library at University Heights now exceeds 62,000, as compared with 23,000 ten years ago.

The Library of the School of Pedagogy has been increased during the year by 224 volumes, the total number of volumes in the Library being 6,544. Through the generosity of certain members of the Women's Advisory

Committee, a special fund of $225 was made available for the purchase of new books last year.

The Law Library was increased during the year by 696 volumes and now numbers 19,380 volumes.

The Library of the School of Commerce was increased by 200 volumes and now numbers 1,200 volumes.

Including with these four libraries the books in the Students' Reading Room of the Medical College, the Library of the University numbers 90,000 volumes.

II. THE THREE SCHOOLS AT UNIVERSITY HEIGHTS

1. 2. The Undergraduate Colleges

The year 1907-8 was marked at its opening by the largest undergraduate enrollment in our history, namely, 327, of whom 127 are in the College and 200 in the School of Applied Science. This number will doubtless be increased to 350 by the end of the first term, against a total of 310 last year. The total average undergraduate enrollment before we moved to University Heights was less than 125. It was under 200 until 1898-9, when it reached exactly 200. Three years ago we passed the 300-student mark. It bids fair now soon to reach the 400-student mark. No change has taken place during the past year in the head professorships of any of the departments, whether in the College of Arts or in the School of Applied Science. One head professor, A. L. Bouton, is in Great Britain on a year's leave of absence. One assistant pro-

fessor has resigned to accept a full professorship elsewhere, and his place has been filled by the appointment of an instructor. A noticeable phenomenon is that the increase of students has compelled the appointment of many instructors. Six new men have been appointed for the present year who have been selected with the utmost care, two of them from among our own graduates and the other four from the graduates of other colleges. Without exception, they are at present doing satisfactory work. The Chancellor said in his report last year that a period of financial distress would probably add largely to the number of students in our College. The present freshman class in the College numbers already one-fourth more than the total enrollment last year. It is hardly safe to say that this large increase is in part due to the slackening of commercial and industrial activity.

The great increase of our work has compelled some steps which were unwelcome in order to secure room for teaching. The Faculty room in Language Hall is now occupied by the Department of Economics a portion of the week. The former room for Economics has been given to the Dean of Applied Science for a class-room and office. Two basement rooms of Language Hall must be occupied by electrical apparatus for the Department of Applied Physics in the School of Engineering. All this emphasizes the crying need of a new building to supply laboratories for the School of Applied Science, which might also include the Department of Physics.

As regards conduct and the entire moral atmosphere of University Heights, everything is encouraging. The Young Men's Christian Association is doing excellent work.

3. Summer School

The Summer School of 1907 was notably successful in both the size and quality of its attendance. The attendance was 540, as compared with 351 in 1906. Of the 540 students, 320 were women and 220 men. A notable addition to the curriculum was the inauguration of a three weeks' course on the Teaching of the Manual Arts, under the direction of Dr. James P. Haney. The instruction in other departments was substantially the same as in previous years. It was found possible to furnish rooms for about 200 of the students at University Heights. The two residences on the new campus were occupied by fifty of the women students. The Phi Gamma Delta and Delta Upsilon Fraternity Houses were also devoted to the use of women, besides one-half of Gould Hall and other rooms in the neighborhood. Charles Butler Hall, the Delta Phi and Kappa Sigma Fraternity Houses, one-half of Gould Hall, and other rooms in the neighborhood were devoted to the use of men. The Summit School has now reached its maximum development with the present equipment at University Heights. The dining hall accommodations were quite inadequate the present year, and it will be necessary to provide a larger dining hall to care comfortably even for the present numbers. The further growth of the School must wait upon the erection of another dormitory. The need of purchasing $2,500 worth of furniture and over $500 worth of table equipment more than consumed the surplus of the School's earnings, the total receipts being approximately $16,600 and the total expenditures being approximately $17,500, about $14,200 of this amount being for current expenses and $3,300 for permanent furniture and equipment. No charge has as yet been made against the School for the operation of the plant,

the cost of janitorial service in the lecture halls and of light being charged to University Heights expense, which is borne equally by the College and the School of Applied Science.

III. THE FIVE SCHOOLS AT WASHINGTON SQUARE

1. University Law School

The Faculty of the School of Law suffered a severe loss the present year by the resignation of Professor George A. Miller on account of illness. The Council has already placed on record its deep appreciation of the devoted and successful work of Professor Miller throughout the twelve years of his service as Professor of Law in the University, its high esteem of his learning in the law, his fidelity and manliness, and its deep regret at the necessity which obliged him to retire from his professorship. The Faculty is also deprived for the present year of the services of Professor Edward Sandford, who was compelled at the last moment to ask for leave of absence for the year in view of his duties as legal adviser to the Governor of the State. The work of these two instructors, together with the additional lectures made necessary by the inauguration of a senior morning class the present year, has been divided among the other members of the Faculty, the Dean being unprepared to recommend at this time any one for appointment as instructor. For the first time in its history, therefore, the Faculty of Law has five of its members each giving at least eleven hours of instruction a week, one of these giving as much as fourteen hours a week, the entire instruction of the School being divided among the Faculty of twelve members. It seems desirable to maintain the policy of

past years and to appoint, from time to time, new instructors to give one or two courses in order to develop latent teaching talent, and to provide instructors to take the place of those who are compelled to retire because of illness or business engagements. This is especially necessary in the Law School, as the teaching of law has not yet become a recognized profession in the United States, and the number of those who make it their chief occupation is very limited, so that there is not in the country at large the same force to draw from as exists in other departments of University instruction.

Up to this time, the University has formulated no policy as to whether it is better that the Faculty of Law be composed entirely of men who are willing to give their whole time to academic work and to accept the disadvantages of smaller remuneration, along with the advantages such an academic career brings with it; or whether it is better to seek for its Faculty those who turn to teaching as an avocation, finding in it recreation and relief from the ordinary routine of legal practice; or whether it is better to plan for a Faculty made up of both types, continuity and momentum being given to the work by a central group of four or five men making the work of the School their chief occupation and finding their career in academic work, and the School also being kept in touch with the rapidly changing world of legal practice by the addition of specialists who can give the very best and freshest results of their experience in particular lines.

The experiment of a complete morning course cannot be thoroughly tested in two years at a time of special prosperity. Up to this date, however, the course has justified itself, both educationally and financially. Educationally, it is an unquestioned advantage for the students to

be taught in classes numbering less than one hundred. It is also an advantage to have students who are free to make their work at the School of Law their chief business, giving up the best hours of the day to lectures. Financially, the experiment has justified itself, as the division of the class has enabled the School in its present quarters to teach more students than would have been possible in the afternoon session alone. The number in the morning junior class the present year is 98, as compared with 84 last year. The morning senior class, inaugurated this year, is attended by 58 students. It is to be noticed, therefore, that a considerable number of the students who are able to take the first-year work in the morning enter law offices in their senior year, and are compelled, therefore, to take the remainder of their course either in the afternoon or in the evening. In addition to those taking their chief work in the morning, there is a considerable number of afternoon and evening students who attend certain special courses of the morning curriculum. In spite of the inauguration of the morning senior class, the afternoon senior class numbers 138, and again taxes the capacity of the room to the utmost. The attendance on the evening classes shows also a considerable increase, the number being 294, as compared with an attendance of 274 in 1906. These numbers are the more remarkable in view of a substantial increase in the Regents' requirements the present year, the higher fees charged by the University, the rapid growth of the Brooklyn Law School, recently inaugurated, and of the inauguration of a Law Department by Fordham University.

With the approval and authority of the Council, the Faculty of the School of Law have announced that beginning in the fall of 1909 the work of the morning and

afternoon schools will be placed on a three-year basis, and the requirements for the degree will be increased from 26 to 30 hours, being made uniform in this respect with the evening course of instruction. The Faculty anticipates a considerable reduction in the number of students as a result of this step, but is of the opinion that the rapid growth of the field of modern legal practice and the best interests both of the University and of the legal profession require that a longer time be devoted to a law school course. It is interesting to notice in this connection that in the original plan for the Law School of the University prepared in 1834 the view was announced that the minimum time given to the study of the law should be three years.

The Law School shares the interest of the School of Commerce in securing the eighth floor for University purposes, in that rooms on the tenth floor now used by the Graduate School will soon be required for the work of the Law School. The Library room is already uncomfortably crowded, and the inauguration of the three years' course will necessitate at least one larger lecture room for the lectures in elective subjects when the three regular classes are in session.

2. The Graduate School

The Faculty of the Graduate School remains substantially as in previous years. It is noticeable, however, that the growth of the Collegiate Division and its demands upon the time and effort of professors of the University, as well as the greater financial compensation its work affords, have diminished the force available for work in the Graduate School, so that in most of the departments fewer courses are being given the present year than were given in earlier years. The inability of the undergraduate college to increase the salaries of professors in proportion to

their experience and length of service has compelled the professors to supplement those salaries by outside work of a more remunerative character than graduate work. On the other hand, there is a natural reluctance on the part of the University professors to permit the introduction of lecturers into the Graduate School who, although well equipped in scholarship, are yet not able to give to this work of advanced instruction and research the larger part of their time and energy. Graduate work in the University must be dependent, therefore, on larger endowments for the undergraduate professorships or on endowments made distinctively for research and investigation.

The experiment of organizing certain courses offered by the School of Pedagogy as a Graduate Department of Education has proven very acceptable and has met with a large response. Of this year's enrollment over 30 per cent are taking one or more courses in this department. The option offered students between the M.A. and Pd.M. degree indicates a decided preference for the former degree, but there are also a considerable number who value the distinctive professional degree and wish to hold it as well as the more popular Master's degree.

3. The School of Pedagogy

The Faculty of the School of Pedagogy has lost none of its members the present year, and it has been fortunate in being able to add to its number Dr. Joseph S. Taylor, who for several years has lectured most acceptably in the University Summer School. Dr. Taylor takes the present year the course formerly given by Dean Balliet on School Organization, thus permitting Dean Balliet to divide into two sections the course on General Method, which had grown too large to handle as a unit. This School has been

fortunate also in securing a larger proportion of the time of Dr. Gulick and Dr. Haney than hitherto. The first of these gives four hours a week the present year, and the second six hours a week, both of them making their work in the School of Pedagogy their chief interest outside of their positions as Directors of the Public Schools of the city. The course on the Education of Defectives given the past year is supplemented the present year by a practical course on the Education of Backward Children, designed to prepare men and women to take charge of ungraded classes in the public schools. The course will be given by Miss Adeline E. Simpson, Pd.M., Mr. Albert W. Garritt, Miss Julia E. Cremins, and Miss A. Gertrude Jacob.

Dean Balliet in his opening address expressed the hope that in the near future the School might secure an endowment to enable it to give graduate courses in education in the morning at University Heights for the special benefit of students coming to the School from a distance and devoting their whole time to its work, continuing at the same time the present work at Washington Square. There can be no question that there is an almost unlimited field for advanced work in the Department of Education, nor can there be any question of the practical value to the country of encouraging the investigation and discussion of methods of education when the country is making education so largely its chief interest, and the city of New York is devoting more than one-fifth of all its expenditures to this interest. The importance which school systems have attained in our national life makes the questions which concern the most economical and effective use of this great agency, of primary concern to the whole community.

It is hoped that the School, as a graduate school of education, may eventually include in its Faculty the best-

informed experts on the various phases of the school problem, and that these experts, keeping closely in touch with the practical workings of our public school systems, may be the first to suggest needed reforms and new lines of development, and may do the most to bring these reforms to fruition by informing, first, the educational world, and secondly, public opinion at large. For example, it is desirable that in the present movement inaugurated to promote industrial education in the United States, the voice and influence of the School of Pedagogy should have a prominent part. One of the two men most active in the formation of the association recently organized to work for this cause is a lecturer in the University Faculty, but the University at the present time has at its command no funds which will permit the University to secure a portion of his time, to be given as the University's contribution to this important movement which is destined eventually to revolutionize our school systems. Another lecturer in the present Faculty of Pedagogy is, by common consent, the greatest authority in the United States on methods of developing the physical well-being of school children. Were the necessary endowment provided, the School could make no better contribution to the welfare of American school children than by rendering it possible for this gifted leader to give his whole time to organizing and leading more intelligent work in this direction in the schools, not of New York City alone, but throughout the United States. As matters now stand, the School of Pedagogy is not able to offer to any member of its Faculty a large enough salary to command much more than half of his time. It is doubtful whether in proportion to its needs any agency to-day is doing more for the general welfare of the school systems of America than the University School of Pedagogy.

4. Washington Square Collegiate Division

The Faculty of the Washington Square Collegiate Division remains without change, except in the case of members of the Faculty of the School of Commerce. To the surprise of the Faculty, the number of teachers and others who have completed a partial college course and who are desirous of completing the equivalent of four years' work and securing a Bachelor's degree increases rather than diminishes. The various types of enrollment in the Collegiate Division show that there is room for almost unlimited expansion of the work of this School, were it possible to secure the necessary financial support required for increasing the staff of instructors and the number of classrooms.

5. The School of Commerce, Accounts, and Finance

This School lost by death the past year Joseph Hardcastle, who had been associated with the School from its inauguration, a highly esteemed member of its Faculty. It has also lost by resignation the services of Prof. Thomas W. Mitchell, who resigned his work in Finance and Accounts to accept a professorship in the University of Pennsylvania. To fill the vacancy created by the resignation of Professor Mitchell, Mr. Lee Galloway, who received the degree of Ph.D. from the University in June, and who has made a special study of commercial education both in this country and in England, was appointed. There have been also a number of new appointments of special lecturers and changes in title, announcement of which has already been made in the School Bulletin. The attendance of this School has had a phenomenal growth, and even more encouraging than the large increase in numbers is the fact that a larger proportion of those in attendance the present

year are attending lectures at least four times a week, with a smaller proportion of special students coming in for a single course. The development of instruction in commerce is indicated by the fact that there are in attendance the present year a considerable number of men who have graduated in commercial courses given by other colleges and universities in the United States, and who wish to continue in postgraduate work.

The recent developments in the relations of corporations to state and city governments and the growing importance of the functions of certified public accountants indicate that this profession will occupy an increasingly important part in our national life and the importance of the preparation of men for its peculiar duties and responsibilities be correspondingly increased. The Council is already familiar with the needs of the School as to lecture rooms and endowments, and the opportunities which lie before it for extending its field as these needs are supplied.

IV. THE MEDICAL COLLEGE AND THE VETERINARY COLLEGE

1. College of Medicine

The Faculty of Medicine has lost the past year by resignation Dr. Edward G. Janeway, who felt compelled by reason of increasing age and outside responsibilities to withdraw from his duties as Professor of Medicine. The debt of the University to Dr. Janeway for his aid and wise counsel in a critical period in the history of the Medical College, and for his enthusiasm and devotion to the cause of medical education, will always remain a large

one. Dr. Edward K. Dunham has also found it necessary, in view of the growth of the School and the increasing duties attaching to the direction of a department, to resign the Head Professorship of Pathology. He will continue a member of the Faculty, holding a research professorship. It has been thought wise to defer the appointment of a successor to the Chair of Pathology until next year. Otherwise the roll of the Faculty remains substantially unchanged.

Greatly to the surprise of the Faculty, the College finds itself again in the position which confronted it before the erection of the new laboratory building, being compelled to refuse students admission to the first-year class for lack of room. The entering class numbers 160 the present year, which taxes the facilities of our present equipment to the utmost. This is the best testimonial to the faithful and devoted service and the high excellence of the work of the Faculty. The possibilities to human welfare of right practice of medicine, the unlimited opportunity for a better education of the public in the principles of sanitation and preventive medicine, and the immediate interest of the public in the character of the physicians for the next generation, combine to make medical education a cause which should have a first place in the interests of any intelligent community. There is nothing which reflects more discredit on the public spirit of New York than the small contribution the present generation has made to this work. New York is no longer the mecca of students of medicine, nor can it regain its high reputation in this field without a speedy outpouring of great gifts for laboratories and endowment.

2. The New York-American Veterinary College

Much honor is due the Faculty of our Veterinary College in their devotion to their work with a purely nominal pecuniary return for their hours of teaching and administrative labor. We still must look either to the State of New York to provide for this oldest center of veterinary instruction in America, or to some intelligent and liberal citizen who is interested in dumb animals either for their own sake or for the sake of human beings, who need supplies of milk and of meat free from all taint of disease.

In addition to the ten schools above named the Women's Law Class, a University extension course in law, particularly for business women, is on record for effective work during the past year. The morning lectures have been given by the Dean of the Law School, the evening lectures by three women graduates of the Law School, all of them members of the New York Bar. Interesting closing exercises were held for the year March 28, 1907, in Mendelssohn Hall.

SUPPLEMENT

Chancellor's Address

at the

Annual Commencement of New York University

June 5, 1907

INTRODUCTORY WORD

Custom has of late appointed that the Chancellor shall make an address upon Commencement Day, or, with the approval of the Senate, delegate this office in whole or in part to an invited speaker. After an unavailing invitation to a distinguished publicist to speak at the Commencement of 1907, the Chancellor accepted the labor. Inasmuch as he embodied in this address much of his theory and experience in regard to the reciprocal relations existing between students and the University, and also those existing between the community and the University, it seems appropriate to add it as a supplement to his annual report.

Possibly the inevitable dryness which pertains to a business report may be relieved to some of the minds which receive this pamphlet by these words, which were intended to go somewhat nearer to the lives and hearts of the 400 candidates for degrees who listened, as well as to their friends and to the members of the student body who filled the auditorium.

ADDRESS

It is said of "Tom Brown at Oxford," in the familiar English classic which bears his name, that upon the day he entered his college hall to begin his first term he was impressed more than by anything else by the inscription over the college door:

"Pereunt et Imputantur"

"They pass by and are entered on the account."

Perhaps the inscription referred chiefly to hours and days, for it was carved just under an ancient sun dial. But it is equally true if we apply it to persons who enter college. From the day they enter the university door till the day they go out, with or without a diploma, they pass by and are entered on the account. Also in the long years after they go out the same declaration is true. The class of 1847 is holding here this week a reunion after sixty years of absence from the University. It is equally true of them upon the records of the University—*"Pereunt et Imputantur,"* "They pass by and are entered on the account."

The University is a multiform bookkeeper. Practically a specific account book is kept for every member of the University body, from the youngest Freshman to the most venerable citizen who has received adoption into our family by accepting an honorary degree or by taking an office in the University, in its Council, its Advisory Board, or in any of its faculties.

It is not convenient, however, to write up the accounting of every one with the University in a detached volume. In practice the accounting is done in various books. May I illustrate by describing in brief outline the accounting which we keep with the Freshman.

First is the Matriculation book. Here he is debited to the obligation expressed in the following pledge, to which he is required to subscribe:

> "I do hereby pledge myself on being admitted to conform strictly and at all times to the rules of this institution and by all proper means to promote its best interests."

In order that the student may clearly know to what he is debiting himself, he is given a printed copy of the rules of the College, which constitute the statute book of the academic republic.

On the other side of the account the student is credited every term by a record of his standing and his moral character. Should it happen that on the debit side of any student there is entered any gross violation of the rules calling for discipline, this is balanced upon the credit side by the record of the penalty inflicted, whether a fine or a reprimand, suspension or expulsion. Finally, this particular account as to mere conduct is closed when at Commencement Day a diploma is given which testifies to the good reputation for conduct of the bachelor who receives his degree.

Not every one of our schools demands this matriculation pledge in written form. It is taken for granted. If every faculty would require it in writing, it would perhaps prevent any supreme judge from blundering, as did that Brooklyn judge not long ago who enjoined our Faculty of Law from executing its sentence of suspension against a student convicted of gross slander.

The Matriculation book is not the only book which debits the student with his obligation to such conduct as makes for righteousness. Every Freshman at the Heights is debited upon the Chapel Roll to an obligation to attend

daily at the quarter-hour of public worship which is conducted by the Chancellor. Against this debit the student may, if he chooses, obtain for every fifteen days of absence a credit which balances the account. If he decide not to attend chapel, he must present a thesis on some topic respecting morals or religion, which is assigned him by the Chancellor, which thesis is marked as a fixed value toward a degree. This requirement indicates the judgment of the University that high moral character rests ultimately upon the fear of God. The University has never discovered any form of ethical culture which she could logically and philosophically recommend as adequate, except such as accepts the first command of the law, "Thou shalt love the Lord thy God with all thy heart and with all thy soul and with all thy mind."

Third is the book of the Recorder of the Faculty. Every Freshman's name is entered here, which signifies that he is debited to such achievement in study as will make for the discipline of his mind and for useful knowledge. In the undergraduate college the emphasis is on the discipline of the mind; in the graduate and professional school the emphasis is on the useful knowledge. This debit is expanded by the Recorder receiving every month from every professor a report of any serious failure made by a student in his department. Each failure is set down against the student's name, as is also any failure in examination.

On the credit side against this obligation of the student to gain discipline and knowledge, there is a long array of credits from year to year, such as the following:

Cr. By successful study of Language and Literature, introducing the student to an acquaintance with the greatest thoughts of the human mind and their expression.

Cr. By successful study of History and Economics, familiarizing the student with organized society and its development throughout the ages.

Cr. By the study of Psychology and Philosophy, leading the mind to introspection and that knowledge which the wise man named the greatest knowledge.

Cr. By the study of Science and Mathematics, ushering the student into the world of nature and the universe of law that he may help to subdue and employ its potencies to the welfare of mankind.

Finally the balancing of the books of the Recorder takes place when, at the end of the four years, he makes a record of the granting of a diploma, which contains the declaration that the bachelor has by successful study and examinations attained his degree.

Still a fourth book where the student's name is entered upon the account is the book of Physical Training. The student is debited there to an obligation to acquire such physical habits as will make for health and vigor. Every Freshman's name is set down with the results of a careful examination by a faithful physical director. He is held to practice under the director thrice every week, diminishing in his second year to twice a week. What student who has attended at the Heights in the last ten years can stand up and say that there was not faithful effort put forth here to encourage him to make himself a man physically as well as intellectually and morally?

The credit side of gymnastic work is met by the doing of the required tasks. It is not necessary in order to credit to take part in intercollegiate athletics. This is permitted and even encouraged by the Faculty in a moderate degree because it supplies innocent recreation. Thus it decreases greatly the temptation to harmful amusement and dissi-

pation. Even football has been so carried on here during the current year as to be judged by the Faculty to result in good to the undergraduate body.

The fifth and final book in which every student's name is entered is the book of the Bursar. Here he is debited to his fees. Neither public policy nor college precedent permits us to debit any student in the undergraduate college with what his instruction costs. Yet every student pays something, and the Bursar's books must be balanced before the diploma is given.

This somewhat detailed description of the accounting which the University maintains with the Freshman applies in its larger part to the accounting which is carried on by the University with each and every one of the 3,500 men and women in our various schools. I challenge a single one of this great number to declare that the record which I have quoted is not true of him, also; "He passes by and is entered upon the account." When I state the fact that scores of candidates for degrees at this Commencement were found to have the debit side in the matter of scholarship, as tested by their examinations, so largely in excess of the credit side that they were "plucked," or, in plain English, were refused their degrees at this time, you will accept as a statement of literal fact in our college history that they "pass by and are entered on the account."

We who are students are perhaps too unaware of the immense bookkeeping that lies underneath the mercantile, commercial, and financial occurrences of every working day in this city. On the other hand, the business world and social world have little notion of the extent of accounting that is maintained by teachers, an accounting in respect not to things, but to persons, and of which only the smallest part can be done with pen and ink.

This accounting I have said does not end with graduation. The present year sees the completion of a unique university record. It consists of three volumes giving a record of every graduate in every school of New York University for over three-quarters of a century. It contains over fifteen thousand names of graduates. No such comprehensive catalogue of alumni, so far as we know, has ever heretofore been issued by any university in the United States. Besides the alumni, it records also professors and officers, and adopted alumni who have received honorary degrees, members of the Council and Advisory Board. No other record of names has more vitality than such a college record. The reason is plain. There will be a constant succession of young lives possessing intelligence and vigor and the spirit of inquiry who will themselves appear in the record and will secure its perpetuation. A parliamentary report of Great Britain has stated that no foundations receiving gifts were so well looked after throughout the generations as the educational foundations.

Yes, the men and the women pass by—students, professors, benefactors—and are entered upon the account.

Our four hundred new candidates pass by to-day and are entered upon the account. In becoming graduates they become also a representative four hundred. They are in no danger of being confounded with another four hundred in this city who are also representative. The ultra-fashionable four hundred are birds of quite another feather. The representative four hundred who are now before me are but the vanguard of forty similar regiments which will comprise altogether sixteen thousand men and women who in this year 1907 will receive degrees from our American colleges and universities. They are a great body of young men and young women pressing rank after rank into the battle

of life, full of hope and courage, better armed and equipped than their forerunners of a decade or of two decades ago. They have made themselves debtors both to New York University and to community by accepting the benefits of university endowments with the implied agreement that they will serve their generation as they have opportunity beyond what they may ever be paid for in money.

Yesterday I was given by the University Treasurer, Mr. William M. Kingsley, a letter dated at Fort William McKinley, in the Philippine Islands. It is from the chaplain of the Sixteenth Infantry, a graduate of our College of Arts. He says: "I recently received a copy of the Chancellor's report of last year. I enclose a check for $50 to your order as an expression of my good will to my Alma Mater and my appreciation of the noble work that is done in the service of New York University."

A few days ago we received in my own office an inquiry from the Consul-General of a South American republic. He said that a man had died on a steamship on a southern sea. There was money on his person, but no writing to indicate his home or any relative or friend on the face of the world, only this—his name and that he was an alumnus of New York University. Evidently the man kept a memorandum of the place of the school to which his heart had been given. "They pass by and are entered upon the account."

I turn from the college world to the world outside, which for convenience' sake I will call the Community. The college world is a microcosm of the community. Community also has a gateway, over which it writes the declaration which I have repeated—"They pass by and are entered on the account." The unthinking person, whether he has grown up in a community or enters it for the first time,

has perhaps never had the reflection that the people that surround him have opened a book of accounting and have put down his name therein.

Time is wanting to demonstrate what I shall now say. I will offer it simply as my own testimony from fifty years of observation. For it is precisely half a century the present month since I received my Bachelor of Arts degree. Upon leaving college, I went out at once and began to try to serve both myself and community by close confinement at hard labor as a teacher in a classical academy. I have been from that day till now in public service as a teacher, including a few semesters of graduate study. I now offer as the summing up of the observations of fifty years that in the community as in the college men pass by and are entered upon the account.

Community, like Congress, does its principal work by the instrumentality of select committees. It allows these committees to do the hard work and it accepts their reports. So far as you are concerned, the select committee is made up of the people with whom you have more or less to do. It is they who put you down upon their books. There are three distinct accounts in this book that are of the most significance.

The first account enters your name somewhat after this fashion:

"Mr. X Y, debtor to honest labor."

Whoever the member of community may be, his name is put on this page with an obligation to obey the divine command, "Six days shalt thou labor."

"But what," answers some one, "do you include the heir of millions of dollars who, according to common phrase, is placed above the necessity of work?" I reply emphatically,

"Yes." No exception can be made on behalf of him or her. In many cases, at least in our own country, the work of the heir of millions is cut out for him beforehand. Six days in the week of honest labor can be and ought to be put in by him in meeting his preëminent obligations to community. Mr. Andrew Carnegie has said many true and wise things, but nothing more true or wise or modest than his often repeated declaration to this effect—that the community was his chief partner in his immense accumulation of wealth. He is a unique example among men in that he works as deliberately at threescore and ten years in seeking to distribute his wealth for useful purposes as he worked when he was gathering it together. On the credit side of this debit of honest labor is recorded what the debtor does toward paying his own way and the way of those that are dependent upon him. The most mournful paragraph in a catalogue of university alumni is the paragraph that records a name with nothing after it that the man has ever done.

The second debit which you will find on the accounts of the community is very like one of the debits I named on the college book. It is after this fashion:

> "*Dr.* To such efforts and habits over and above what is necessary to make a living and to pay debts as will make a man more of a man and a woman more of a woman."

The community makes you debtor to becoming and remaining a man outside of and beyond all questions of business or property or station, a man physically, intellectually, and morally. It was said by a wise man thousands of years ago: "Men will bless thee when thou doest well to thyself." Community is unselfish enough to want

a man to make a man of himself more than to do anything else. The crying need of our citizenship to-day is not so much the abolition of material poverty as of intellectual poverty, social poverty, and spiritual poverty. Such an organization as the public lecture system of New York is a symbol of what community expects of you. This vast system is cheerfully supported by New York to abolish intellectual poverty. A still vaster system is the Church, which, I trust, is girding herself anew to accomplish the doing away of social and spiritual need.

When all is said, poverty will never be abolished by an anti-poverty organization. I was on the platform with the late Abram Hewitt at a meeting of organized labor. It was in the midst of the stir created by the so-called anti-poverty movement. Mr. Hewitt said that when he was a very young man he started a movement to abolish poverty. "And whose poverty?" exclaimed Mr. Hewitt. "My own poverty," he replied. It must be for the individual himself to work out credit on the account book of community, which will testify to his attaining wealth of intellect, power of feeling, and some measure of real happiness, so that when the balance on this page of the ledger is struck the resulting statement respecting him will be, "A man."

One more debit only I mention. Community will write upon its book of accounting that you are debtor to accomplish something beyond honest labor that pays your debts; beyond even the industrious upbuilding of your own character and life. It will make you debtor to something of achievement in the way of serving the welfare of others. This is simply another way of declaring that community conducts its bookkeeping with some regard to the second great command of the law, "Thou shalt love thy neighbor as thyself."

The law of the university is the law of community, namely: "They pass by and are entered on the account."

But who, after all, does the bookkeeping? I have said that the people who are next to you keep a set of books in respect to yourself. They are in this the representatives of the community after a certain fashion.

But the community has also certain formally appointed representatives. The State of New York for some years past has formally approved certain persons who have mastered the profession of keeping account of money and property and has appointed them to be certified public accountants. Each of them is entitled by law to write after his name the three initials C.P.A. In like manner community has elected certain men to be certified public accountants of persons. In our day the main function that we require of President of the United States, of Governor of the State of New York, or of Mayor, is to be an accountant of persons.

Community makes mistakes many times, but it does not always make mistakes. The community does not claim to know everything about everything, nor to know anything about everything, nor to know everything about anything. It claims only to know something about something. Still less do the people claim that they know everything about everybody, nor anything about everybody, nor everything about anybody. But they do generally know something about somebody, and they know enough to elect, now and then, a man as President of the United States or Governor of New York who can keep books and who can enter upon an accounting with citizens that owe a reckoning, and, if need be, with great bodies of citizens whose debit side upon the books of the community has so far outrun the credit side that the question arises whether they are de-

sirable men to have upon the books. The sentence which is over the college door I see also above the portal of the nation: "They pass by and are entered on the account."

We must avoid the mistake of confounding the accounting demanded by the newspaper with that demanded by the community. To confound the newspaper with the community is like confounding the herald of the Middle Ages, in his gorgeous heraldic coat and plume, with the monarch whose message he brings and about whom he is perhaps able to tell us some interesting news. The newspaper ought to be true to its name, furnishing to its readers an account of events, and especially a truthful account of significant events as part of the happenings of the day. It may well give a summary of expressions of opinion upon important subjects which have been uttered by men whom the community regards in any considerable measure as its spokesmen.

The community will in some way ever utter its own voice. Froude in his history tells how in Scotland in Queen Mary's time the nobles and wealthy thought themselves the community, and also thought that if they could kill the only strong man of their number who opposed their tyranny their work would be done, for Scotland had been a country without a people, a country of noblemen and gentlemen where the commons were only dependents or retainers. But the shot that killed Murray discovered that under the teaching of Knox a nation had been born, that numberless Scotchmen had begun to think that each had a soul to be saved, a conscience to be outraged by falsehood and crime, and an arm to strike and to punish. They had spiritual and political convictions for which they were prepared to live and to die. They were the community

and prevented the selfish schemers from making Scotland a ruin.

"They pass by and are entered on the account."

I trust the community to choose as its representative bookkeepers and public accountants capable and honest men. Before such representatives the men and women who go out from the University to-day may cheerfully agree to pass in judgment.

The University itself may safely consent to pass by and be judged by the American community in its right mind. What would be the showing in regard to the universities and colleges of America and in regard to New York University if the books of the community were fairly opened to-day? I will give a brief statement.

Dr. The universities and colleges in account with the community. Six hundred colleges and universities of the United States to property used for education, consisting of land, buildings, and endowments, to about $6 for every citizen.

Dr. New York University, as a particular university, for land, buildings, equipment, and productive endowments, not quite $1 for each person living inside the city of New York. We cannot credit this average dollar to any person living in New Jersey or Yonkers, or any place over the city line.

Here is the other side of the ledger:

Cr. The university and college in general, and New York University in particular. By the storing up of power to stimulate and to enrich the world. I have just received this medal which I hold in my hand, struck off a few weeks ago for the first time by the help of the income of a legacy of Prof. Samuel F. B. Morse. The legacy could not be realized till a short time since. Professor

Morse declared himself debtor to New York University because, as he once and again said, "It was the birthplace of the recording telegraph." Hence he left a bequest that the interest every year might give a gold medal to the student who follows along the same general line which he traversed and who does the best work. This is only the bronze medal. The gold medal that should have been given here to-day is held up in the Custom House of the United States by a charge of custom duties amounting to more than its value. When we have persuaded the Government that the medal is to be an educational power for the good of community, we shall be able to deliver it to the young man who has earned it.

Within the past week the University has received the Baird Huguenot Library, which was used for near forty years by a professor of our Faculty in writing his six volumes of Huguenot history, which are accepted as standard in Europe and America. This venerable scholar was carried to his rest within the present college year. "They pass by and are entered on the account." But the University remains the creditor of the community for the power in every such life stored up to enrich and to bless the world. Time would fail to tell the creditor's side.

Cr. By thousands of other teachers sought after for high teaching offices. The other day one of the brightest ladies on our Advisory Board declared that a teacher must be born, not made; but she went with a fellow member to visit a remarkable school where a woman had one or two thousand children under her and had made a notable record. They entered into conversation with the teacher as to how she had accomplished so much. She said: "Everything of special worth that I have been able to

achieve I owe to the School of Pedagogy of New York University."

Cr. By the thousands of pastors and missionaries who in every community are accepted as centers of wholesome influence.

Cr. By the company of editors and authors. For while many eminent writers have not gone to college, the majority who have impressed their thoughts upon the public have been university men like an Emerson and a Longfellow, a Hawthorne and a Lowell.

Cr. By the thousands of lawyers who are called to the highest trusts by individuals or by communities.

Cr. By the regiments of engineers and scientists who are subduing the world to the use of man.

Cr. By the physicians, the leaders of charity, the most abundant of all our citizens in unpaid work for their fellow men.

This University is a very large creditor of this community, not only for training physicians, but for maintaining by the unpaid help of physicians the largest benefaction to the poor sick, with a single exception, that is carried on in the metropolis, a charity that consumes the income every year of a quarter of a million dollars. Unfortunately, the income must be continually solicited anew, at the hazard of the diminution or discontinuance of the charity.

The University is creditor also by political economists and business leaders. Within the past year there was paid to our treasury a legacy of $20,000 from a business man, William A. Wheelock, who declared to me sixty years after his graduation that his college training had paid the largest dividend of any investment he had ever made.

Thus the University is creditor not only in gathering and conserving the good of the past, but in creating and distributing new power through her students. I say this word of all our faculties. I have been told that the movement for legal aid to the poor which has accomplished so much in this great city is indebted in largest part to the generous efforts of men and women trained by the Law School of this University. Nothing but ignorance or pardonable one-sidedness can fail to see, if they will read the balance sheet, that New York University has upon the account books an immense balance to its credit. When will this outstanding balance begin to be settled, or, at least, sensibly diminished by the community in turn rendering larger help to our work or by putting in our possession money that may represent such services?

I venture to say to-day, because 3,000 miles of ocean are a protection to me, what I have never been permitted to say before, that the citizen of New York who has done most to equalize this balance on the side of the community is a young lady, single-hearted in her resolve to make it her life's motto to do good unto all men as she has opportunity. She has given to this University by far the largest gifts it has ever received, announcing as long ago as twelve years her foundation conviction that the metropolis of America required two strong universities, each of them stimulating the other.

If some other people were on the other side of the ocean, I would continue in this line of remembrance, but I am not at liberty so to do.

A good lady who lived in ancient Greece proposed an entirely original way of expressing the results of an accounting which she entered into with two or three strangers in the city. She said: "If ye have accounted me faithful,

come into my house and abide there." This was the receipt in full which she preferred, namely, to be the recipient of a visit.

Looking over this seventy-seventh year of the University, I am inclined to imitate the good lady of Macedonia. New York University has had at least three visits paid to her in the course of the year which were significant in the way of exhibiting the results of the accounting which is carried on between the community and ourselves.

First. A thousand new students have visited us. Also over two thousand old students have visited us. They have not come on as liberal terms as the guests came to the Alma Mater of Philippi. They have come paying to us for their instruction a quarter of a million of dollars, an amount of annual tuition that is equaled in only seven universities in America. This year, for the first time, as many as fifty preparatory schools outside the limits of the Greater New York have sent us Freshmen. We have had representatives of distant continents and countries, Asia and Africa, China and Syria and Japan. They have accounted us faithful by coming into our house to abide there. Every lecture room has been filled in each of the three localities where we carry on teaching. In some of the rooms at Washington Square men have had to stand up during the hour because there was no space for more seats. Every laboratory is crowded. The administration is severely oppressed by the demands of material character which are made upon it.

Second in this accounting I mention the interesting visits paid to us by the public in consequence of the acquisition by the University of the new campus. This has enlarged our grounds at the Heights by more than half, or

to nearly forty acres, so that many impartial visitors pronounce it unequaled in the world. I have had scores of letters and newspaper clippings and verbal expressions which declare that this acquisition is wise with regard to all the future. Nearly every room in the buildings on the new campus is already engaged for the Summer School, and most of them are bespoken for next winter. Our visitors have accounted us faithful by coming into our house to abide.

Finally, may I name our many thousands of visitors only six days since, when on Memorial Day, in response to our invitation that if they counted us faithful they would come into our house and abide for an afternoon, the delegates of the thirty most celebrated national societies and organizations in the United States paid us a visit through their official delegates. A spokesman appeared for each of the twelve societies who had assigned to them the unveiling of the memorials in the Hall of Fame. The Governors of two great States came with conspicuous oratory. It was an academic day not likely to be surpassed the present year. Is it not allowed to us to accept it, at least in a small measure, as a declaration by the community that they have accounted us faithful by coming into our house to abide throughout the bright hours of a perfect afternoon?

New York University is willing to stand by the style of reckoning which was requested by the hospitable Lydia. Lydia was a seller of purple, but she devoted her profits to hospitality. Our University is a seller of violet color—the crowning color of the entire spectrum, the color that represents more than any other the ideal, the color which was claimed as hers by academic Athens, which, as

Macaulay says, was named "The City of the Violet Crown." We traffic in the violet for this single object, that we may invite other visitors also, that we may declare to eager students, including those who have not even the money for a small tuition: "If you can account us faithful, come ye also into our house and abide there."

Summary of University Statistics

1907-1908

DIVISIONS	Professors.	Lecturers.	Instructors.	Assistants.	Other Officers.	Total Officers.	Total Students.	Degrees Conferred, 1907.
I. Arts and Science.								
1. College of Arts and Pure Science . .							126	36
2. School of Applied Science							225	25
3. Graduate School. .							285	40
4. Summer School. .	37	25	21	11	13	107	540	
5. School of Pedagogy							517	22
6. Washington Square Collegiate Div. .							283	36
7. School of Commerce.	12	11	2	4	2	31	724	32
II. Law.								
8. University Law School	11	2			1	14	812	147
9. Woman's Law Class.	1		3			4	31	
III. Medicine.								
10. University Medical College	40	18	27	27	50	162	466	68
11. Veterinary College	12	2	1	1		16	27	7
IV. General								
12. Library					7	7		
Grand Total . . .	113	58	56	43	73	341	4,036	413
Deduct for names counted twice.	3					3	234	
Net Total . . .	110	58	56	43	73	338	3,802	413

In the above total "auditors" are not reckoned. Of these a large number are in attendance in the various schools of the University.

Special circulars of the various schools will be sent free upon application to New York University, Washington Square, N. Y. In writing please state which circular is desired. The General Catalogue will be sent upon receipt of twenty-five cents.

New York University

Bulletin

Vol. IX. February 1, 1909. No. 2

Chancellor's Report

TO THE

University Council

OCTOBER, 1908

WITH SUPPLEMENTS

CONTAINING THE

Commencement Address, June 3, 1908

AND THE RECENT ACTION ON

Alumni Representation in Council

Published by New York University at the University Building, Washington Square, East, monthly, January, February, March, and weekly, April, May, June, and entered at the New York Post Office as second-class matter under Act of July 16, 1894.

To the Venerable Council of New York University:

I present herewith in print the Annual Report of the Chancellor according to the action taken at the annual meeting upon Monday, October 26, 1908.

Respectfully submitted,

Henry Mitchell MacCracken.

New York University,
November 1, 1908.

ANNUAL REPORT

I. GENERAL UNIVERSITY INTERESTS

1. The Council

The University year ending July 1, 1908, left the roll of the official servants of the University unbroken by death, whether in the Council, the Women's Advisory Committee or in the nine Faculties. But on September 20, 1908, the Council lost by death Israel C. Pierson, a member for eighteen years and secretary of the Council for thirteen years. The records of the Council for 1908-09 preserve a memorial of his services. Three vacancies in the Council were filled by the election of Henry M. Brown, D.D., Alumnus of the College of the Class of 1886, James Abbott, Alumnus of the College of the Class of 1883, and Robert Mackenzie, D.D., LL.D., of the Rutgers Riverside Church.

2. The Women's Advisory Committee

Five vacancies in the Women's Advisory Committee were filled by the re-election of Mrs. Lewis H. Lapham and Mrs. O. S. Lyford, Jr., each of whom had formerly been a member and had been obliged to resign, but this year consented to accept re-election, and the election of Mrs. L. Emmett Holt, Miss Isabelle M. Kobbe and Mrs. Roswell Eldridge. Mrs. Russell Sage was transferred from the roll of regular members to that of Honorary Members. The Women's Advisory Committee now consists of nineteen active members and six Honorary members.

3. The Faculties and the Roll of Students

The degree-giving Faculties remain nine in number,

with the Summer School and the Woman's Law Class as Extension enterprises.

No resignation of any full professorship in any of the nine Faculties occurred during the year. The professorship of Pathology, made vacant in the preceding year, was filled by the election of Richard M. Pearce, M.D., an instructor in Pathology in Harvard University in 1899-1900; Assistant Professor of Pathology in the University of Pennsylvania, 1900-1903; Professor of Pathology in the Albany Medical College, 1903-1908.

The following table shows the General Catalogue enrollment of students for 1907-1908, also for 1908-1909, and in a parallel column the final enrollment of students for 1907-1908. It may be expected that the final enrollment for 1908-1909 will be marked by as great an increase over the General Catalogue enrollment as occurred last year.

Enrollment of Students

	1907-08	1908-09	
I. Arts and Science.			
1. College of Arts and Pure Science	126	141	Note.—The Final Roll for 1907-8 showed additions after New Year's Day of 164 students. If the same increase occur this year, the enrollment for 1908-9 will be 4,290 students.
2. School of Applied Science.	225	223	
3. Graduate School	281	284	
4. Summer School	541	626	
5. School of Pedagogy	539	608	
6. Wash. Sq. Collegiate Div.	294	367	
7. School of Commerce	736	883	
II. Law.			
8. University Law School	812	775	
9. Woman's Law Class	33	46	
III. Medicine.			
10. University Medical College	466	446	
11. Veterinary College	25	16	
Grand Total	4,078	4,415	
Deduct for names counted twice.	234	289	
Net total	3,844	4,126	

4. Debit and Credit

The Council, as trustee, is especially responsible to four parties who have claims upon the University of both a legal and a moral character. Two of these parties are its teachers and its attending students whom it strives to serve. Third is the company of benefactors, which it could be wished were much larger. The fourth party in interest, the General Public, has as its chief official representative in educational affairs the Commissioner of Education of the State of New York. The State Government, which exempts the property of the University from ordinary taxation, has an official right to speak in reference to our wisdom and fidelity. The Honorable Commissioner, Andrew H. Draper, LL.D., addressing the Summer School at its opening in July 1908, pronounced an emphatic encomium upon the advance in educational work made by the University since he entered upon the State Commissionership four years ago.

In addition to these four bodies of citizens to whom the corporation officially owes an account of its trusteeship from year to year, we have the large company of former students to whom New York University bears the relation of creditor for benefits conferred, and who are exerting themselves in divers ways to render a return. A unique achievement of the Association of Law Graduates the past year was their bringing to their annual dinner the Governor of New Jersey and the leading jurists occupying seats on the bench of that State. This occurrence took place during the Chancellor's absence abroad, but its beneficial results were made evident to him in many ways after his return.

Our sister universities owe very many of the benefac-

tions received by them, if not directly to their graduates, at least in large measure to their good offices with those who have means to bestow. New York University should make a roll of honor of Alumni who have by their persuasions turned benefactions to its treasury. The oft repeated question asked the Chancellor by citizens whom he asks to give is—what are your graduates doing in the way of giving or of securing gifts? The public looks to the Alumni to be leaders in the material upbuilding of their Alma Mater.

5. Participation of Alumni in the Choice of Members of the Council

This subject was brought before the February meeting of the Council this year by a Committee appointed by the Association of Alumni of Arts and Science.

This Association had brought this question before the Council in 1891 when their requests were granted and two Alumni selected by the Association were elected to membership in the Council, who resigned after a short service. The Association dropped the movement after 1891 for causes within itself that were not publicly announced. The Council upon February 24, 1908, received the memorial of the above named Committee and appointed a special committee of seven to hold conferences and to report upon the whole matter. At the ensuing Council meeting, April 27th, the Council unanimously adopted the following action:

> "(1) The Council instructs the Committee on the election or nomination by Alumni of a portion of the members of the Council to continue its work in the expectation that a plan for Alumni representation

may be devised such as will, if carried out wisely, advance the interests of New York University.

"(2) A copy of the foregoing action is transmitted to the Committee of the Association of Arts and Science, whose interest in the progress of New York University is appreciated by the Council. Further, they are requested to assure their fellow-graduates that suggestions by any Alumnus in regard to the educational or business policy of the University will be carefully considered by the Council. Also any suggestions by an Alumnus of names for vacancies in the Council will receive careful consideration, according to the practice of the Committee on Vacancies in past years."

The special Committee of the Council is giving the subject careful consideration.

It is interesting to note that Columbia University has this year adopted a plan by which representatives of all its Alumni are asked to present to the corporation from time to time a nomination of an Alumnus to fill any vacancy that may occur (membership in that corporation being for life). This action, it is stated officially, has been under consideration by the corporation since March 4, 1907, when the question was presented by some of the Alumni.

6. The Finances

The year 1907-08 of New York University was financially notable. For the first time in over twenty years the ordinary income met the ordinary expenditures. This was not due to any good luck coming to us in the shape of new endowments or in an increase of subscriptions to current support. But rather to good service by our officers and our Faculties. They proffered large value to

students and to the public. Over 4,000 students enrolled and paid fees into the treasury. Thus the year is a record of splendid achievement by the University. In the years when we have had a deficit, we have depended upon extraordinary revenue from three sources: (1) unconditional legacies; (2) profits accruing from real estate temporarily held for income purposes; (3) gifts solicited especially to cover deficits. Not a dollar came into the treasury the past year from any one of these sources. The entire revenue came from the three ordinary sources of supply: (1) tuition fees; (2) income of productive endowment; (3) stated subscriptions to current support. The last named was helped by the payment in this year of certain overdue subscriptions without which payment no surplus would have been shown.

The following table exhibits compactly the income and expenditure of the ten schools arranged in three groups according to locality.

THREE GROUPS OF SCHOOLS

	Income	Expenditures	Surplus	Deficit
Washington Square. (Law, Graduate, Pedagogy, Commerce, Collegiate Division.)	$181,218 27	$152,689 83	$28,528 44	.....
First Ave. at 26th St. (Medical College Veterinary College.)	85,318 12	89,107 14	.....	3,789 02
University Heights.. (College of Arts, Applied Science, Summer School.)	80,391 72	104,634 06	.....	24,242 34*
General Account†..	15,519 79	5,766 48	9,753 31	.....

*Of this the deficit of the Summer School was only $1,131.81.

†General Account receives income which cannot be credited to any particular school. It pays Administration Expenses except those charged per capita to the schools.

	Income	Expenditures	Surplus	Deficit
Gifts received for current support..	35,343 00	.....	.....	1,182 00
Interest paid on the Three Sites.....	.....	36,525 00		
Trusts held for Scholarships, Fellowships and the like	(about) 12,000 00	(about) 12,000 00	.....	.....
Total	$409,790 90*	$400,722 51	$38,281 75	$29,213 36
Surplus.....		$9,068 39		

The Total Productive Endowment, not including Residence Halls, is $1,073,035.

The Lands, Buildings and Collections used for Educational purposes by the University, including Residence Halls, are valued at $4,250,771.83.

The mortgage debt upon these is $1,230,000.

No other debt is owed by the University.

7. Undergraduate Tuition Scholarships

The College of Arts and Pure Science is authorized to grant, at the expense of the General Treasury, two kinds of scholarships. (1) Foundation Scholarships. These have come to exist from the following facts. At the founding of this College every donor to the foundation of $1,500 was granted a transferable perpetual scholarship. The existence of these scholarships led to the extension of the scholarship privilege, when Dr. Howard Crosby was made Chancellor in the year 1870, to all the students in the College without discrimination. This rule continued for twenty years, including the class which entered in 1870 and the class which entered in 1894 and all the intervening classes. Tuition was re-established in 1891,

*Of this income, $305,497.57, or more than three-fourths, came from the tuition fees of students. Of the $35,343 cash gifts for current support, more than three-fourths came from members of Council, or members of the Women's Advisory Committee, or University professors.

but to prevent too sudden a transition, it was provided that Foundation Scholarships might be given to worthy students, also that half scholarships might be granted to the sons of teachers, including pastors of churches. Also it was agreed to grant the privilege of awarding a Prize Scholarship each year to each one of the chief schools that were sending acceptable Freshmen to the University College of Arts. The principal of such high school or academy guaranteed that this Prize Scholarship should be given only to a student who ranked in the uppermost third of his class. Through these Prize Scholarships the College has gained a large proportion of its best men. No one of these free scholarship men is exempted from the payment of the incidental fee of $25 each year. Also a large proportion of them rent rooms from the University. The High Schools deserving these Prize Scholarships are increasing in number. The solution of the problem presented by this demand is to secure a permanent endowment for each to the amount of $2,500 —yielding $100 per year at four per cent. The endowed scholarships existing at present in the College number only eleven. The Class of 1890 in Arts alone among our classes has undertaken to endow a Tuition Scholarship.

The same high schools and academies which have the privilege of granting a Prize Scholarship for the College to run for four years, are authorized to grant a Prize Scholarship for one year in the School of Applied Science. This arrangement has been especially helpful to the School of Applied Science in its opening years. The following facts must be borne in mind in this connection.

This School is the youngest of its class in this part of the country. It is perhaps the only School of Applied Science in the United States which is not able to show a

single building built primarily for any one of its various departments of technology. Its entire special work is done in four temporary buildings and in the basements of two College halls. It urgently needs a building with equipment to cost from $150,000 to $250,000. It has a convenient, commanding site for such a building. For this same work the University of Pennsylvania has erected a building within a few years, 300 ft. in length, with an average width of almost 200 ft., including the courts, which are utilized for one lofty story. The cost of this building with equipment was about $800,000. Among the many technological buildings which have been visited by your Chancellor, this is the very first in rank, not in its exterior appearance, which is comparatively unimposing, but in the extent and thorough adaptedness of its shops, laboratories, drawing rooms, class rooms and equipment.

In consideration of our poverty of buildings for Science, it does not seem advisable at present to withdraw the Prize Scholarships for the freshman year of Applied Science, not to do away entirely with the Foundation Scholarships which are given to a few Applied Science men for their Freshman year, chiefly to the sons of teachers or to young men who will have to work their way through college and will be better able to do so after they have passed the Freshman year. There are no scholarships whatever granted above Freshman in the School of Applied Science, except those supported by endowment, which are eight in number the present year. The call for more is pressing. It is plain that the General Treasury should not have to maintain these benefactions. There should be special endowments which would support a Freshman Prize Scholarship in each of from ten to twenty

preparatory schools, and perhaps eight or ten Foundation Scholarships, requiring a total of at least $75,000 of endowment, to be available for members of the Freshman Class only.

8. Growth of Community at University Heights

Only fourteen years have elapsed since New York University removed a part of its work to University Heights. A census has recently been taken of the number of persons who are residing at the Heights. The Summer School is not counted in this enumeration, which brings for six weeks to the various residence halls and rented dwelling houses an entirely different body of students from those that reside here during the nine months of regular undergraduate instruction. A majority of the 650 members of the Summer School of last July found lodgings at University Heights.

The following is a report upon the "University Community" by Superintendent Woolsey of University Heights.

The residence buildings upon the University Campus are:

(1) Gould Hall; (2) East Hall; (3) South Hall; (4) West Hall; (5) Cottage near Sedgwick; (6) Wagon house cottage; (7) Watchman's Cottage; (8) Superintendent's House.

In the above buildings are

Members of the Faculty.....	16
Members of their families.....	30

Students	116
Employees	7
Members of employees' families	18
Total	187

The buildings used by members of University, which are not upon the University Campus and are not University property, are

(1) Five Fraternity Chapter Houses.	
Students in these	70
Employees (about)	14
(2) Eight private residences.	
Professors and their families in these	32
Employees (about)	15
Total	131
Total in Community	318

The time has come when a second large Residence Hall on the general plan of the Hall given us by Miss Helen Miller Gould is a necessity.

9. East Hall

The principal addition to the University property the past year has been East Hall. This building with ten lots adjacent, was purchased by the University partly on account of the pressing need of better Dining Hall arrangements. The first floor was readily converted into a large dining-room, measuring 60 ft. x 25 ft. with a large butler's pantry adjoining. A large, well-lighted basement affords excellent kitchen and store room facilities. The second and third stories are converted into

students' rooms, the third story having never before been partitioned, which accommodate twenty-five students at very moderate rentals. Every room is occupied. Students are found among those living in the Hall to take care of the work of the Dining Room, including the waiting at table. Many of the Faculty take their luncheons in the Hall and express satisfaction with its arrangements. The entire property, including the ten lots, is inventoried at $32,000, besides furniture and equipment.

10. Relations to Scandinavian Universities

Upon January 4, 1908, the Chancellor sailed for Sicily upon a few days' notice, under medical advice, on account of the ill health of Mrs. MacCracken. He was indebted to members of the Council for a written leave of absence subscribed by every member save one or two who were absent from the city. Some months before, the Chancellor had accepted an invitation of the Danish-American Society to give several lectures in the University of Copenhagen, under an arrangement made by that Society, in some year when he should visit Europe. There was no thought of a very early date. When the Danish-American Society and the similar Society of Norwegian-Americans and also certain Swedish residents in America, learned of the Chancellor's journey, they bestirred themselves to arrange not only that the University of Copenhagen, but that of Christiana in Norway and of Lund in Sweden, should invite the Chancellor to deliver lectures at each University in the early spring. Professor Carl Lorentzen, of the Danish-American Society, a highly esteemed member of our Faculty, was among the foremost of American-Scandinavians in organizing and carrying

forward the entire plan for establishing academic relations between the two peoples. This hearty effort resulted in the Chancellor's visiting, accompanied by his youngest son, the three Universities named in the latter part of March or the first part of April. The subjects of the formal lectures at the Universities were: "American Ideals," "University Aims in America in the Twentieth Century," and "Seven Lamps of Pedagogy." Also he spoke to the young men on "Student Customs in the Universities and Colleges of America." At each University a banquet was tendered, in addition to less formal entertainments, at which speaking was the usual order. A very notable fact was the wide ability to understand and enjoy the English language. In both Denmark and Norway, special audiences were given the Chancellor by King Frederick VIII and King Haakon VII, the latter adding the honor of a luncheon in the palace, the only guests being the United States Minister and the American visitors. The United States Ministers, Hon. M. F. Egan, Ph.D., in Denmark, and Hon. H. H. D. Pierce in Norway were most cordially helpful and hospitable.

A somewhat extended report of the work of the Chancellor in Scandinavia was made by him at the request of the American Committees concerned, the substance of which has been widely published in the Scandinavian press of this country, which includes between 100 and 150 newspapers, mostly west of the Mississippi.

The sequel of the above effort and of the visit to Copenhagen of the President of Columbia University the following September has been the organization of an American-Scandinavian Society within the past few weeks, to promote academic interchange between the two countries. Of this Society Professor Lorentzen is the Secretary. The

Chancellor has received an abundant reward for his own labor in the pleasure of a first visit to the three countries, in the friendships formed both with Scandinavians on the other side of the ocean and also here at home, and in the securing on behalf of New York University the credit of assisting this friendly interchange.

11. The Charles Force Deems Lectureship

The fourth appointment to this Foundation was made in 1907-08 of Rev. Horace G. Underwood, D.D., an Alumnus of the College of Arts and Pure Science in 1881, and since 1885 engaged in educational and religious work in Corea, being the author of the principal grammar and dictionary of the Corean language, who was given the Doctorate of Divinity by New York University in 1892. By reason of the fact that he had fixed an early date for his return to Corea, his lectures were given at University Heights during the sessions of the Summer School.

The titles of his lectures were as follows:

I. *The Doctrine of God set forth in Taoism.*
II. *The Doctrine of God set forth in Shintoism.*
III. *The Doctrine of God set forth in Shamanism.*
IV. *The Doctrine of God set forth in Confucianism.*
V. *The Doctrine of God set forth in Buddhism.*
VI. *The Doctrine of God set forth in Christianity in comparison with the five doctrines above named.*

It is expected that they will appear in book form published by the Deems Foundation at an early day.

The fifth appointment to this Lectureship was agreed upon by the Committee of the Council fully six months ago. Their choice fell upon Sir William M. Ramsay,

Professor in Aberdeen University since 1886, a former Fellow of Exeter and Lincoln Colleges of Oxford University, who filled the Levering Lectureship in John Hopkins University fourteen years ago, and who since that date has published his most celebrated works. The Syndic of the University, when in Scotland in the summer, was enabled to present the appointment by New York University to Sir William Ramsay in person, who then accepted it verbally and has since accepted formally in writing. The precise date of the course of lectures is yet to be fixed. It will not occur in the academic year 1908-09.

7. The University Libraries

The General Library has been increased by 1,464 volumes during the year and numbers 63,599. The gifts were 963, including 243 from Mrs. Professor Isaac F. Russell, 63 from the Le Clere Estate, 45 from Mr. William F. Havemeyer. The Library of Comparative Religion—299 volumes—secured by the late Professor F. F. Ellinwood, D.D., has been placed in the General Library.

The Library of the Law School has been increased by nearly 1,000 volumes and now numbers 20,000.

The Library of Pedagogy has been increased by a like number and reaches about 7,000 volumes.

The Library of the School of Commerce has been increased by over 500, reaching in round numbers 2,000 volumes.

Including with these the Reference Library of the Medical College, the total University Library numbers 93,000 volumes.

II. THE THREE SCHOOLS AT UNIVERSITY HEIGHTS

1. The Undergraduate Colleges

In the first part of April, a case of discipline affecting the undergraduate students attracted large public notice. The Chancellor was in Scandinavia at the time. When he started on his return he found in Germany in the first newspaper that he took up, a cablegram in regard to this occurrence. On account of the publicity given it, a brief history of the episode seems desirable. The following statement and recommendations of the Discipline Committee of the Joint Faculties at University Heights appear on their Minutes of April 7, 1908:

> "On Wednesday, April 1st, a member of the Freshman Class was taken by force on the Campus and thrown into the fountain. This was an act of hazing as defined by the Faculty and followed a specific warning given by the Chancellor in the fall. The act was committed, according to the evidence, primarily by the Junior Class. The President of that Class, as their representative, was suspended pending action by the Faculty. As a penalty, the Faculty suspends the Junior Class for three days, to wit: April 8, 9, and 10, the suspension to carry with it no disability extending beyond the period of suspension. The resolutions of the student body fail to recognize that the judgment of the Faculty in matters of discipline must be final. The Faculty will view as wilful insubordination, to be penalized by suspension for not less than the remainder of the year, the absenting of himself by any student not

a member of the Junior Class, from his classes without good cause on the days above named."

The minutes state that the Faculty at first took a formal vote in which ten voted that the penalty should be more severe; two that it should be less severe and twelve that the proposed penalty was severe enough. The above action was then formally adopted. The part of the history that is not stated in the above report is the quitting of work Thursday, April 2d, by the entire student body on account of the suspension on Wednesday, April 1st, of the Junior Class President, and their returning to work at noon Friday, April 3d, upon receiving warning that without such return they would be at once excluded from all college privileges.

The warning was conveyed in the following action:

"In reply to the communication of the Student Organization acknowledging the violation of the rules of the University by students of the Junior Class and others in doing physical violence to one of their number, and asking that the penalty be not visited upon any one individual but upon the student body as a whole—

It is the sense of the Committee on Discipline

That a readiness to submit to the authority of the Faculty must first be indicated by an immediate return by the classes to their duties as students.

That the suspension of Mr. Young pending the meeting of the Faculty on Tuesday, stand until the Faculty shall have acted in the matter.

That the student body be advised that having wilfully committed a serious breach of discipline, adding

insubordination to a transgression of the rules, it is the sense of the Committee that penalty must follow.

That in view of the Committee, it is the province of the Faculty and the Council alone to determine what shall constitute conditions of membership in the University, and that the imposition by the student body of requirements for attendance other than those prescribed by the Faculty, is an interference on the part of students with prerogatives belonging solely to the University Authorities."

An effort on the part of a portion of the student body in favor of resuming the strike by inflicting on themselves whatever suspension should be inflicted by the Faculty upon any of their number, was voted down by the student body on Thursday, April 9th.

The following was the action of the student body:

"Whereas the Faculty have acted leniently in their punishment, having punished a representative body and not an individual, we make the following motion:

That we remain in College and abide by the Faculty ruling."

As far as the Chancellor was able to judge from the entire condition of the two schools after his return, the Faculty action, in view of all the circumstances, was the wisest that could have been taken. No position was yielded by the Faculty. Yet since there were many attending circumstances to mitigate the offences committed by the students involved, it was not necessary to make the penalty more severe.

III. THE FIVE SCHOOLS AT WASHINGTON SQUARE

1. University Law School

The duties of Professor Sanford as Legal Adviser to the Governor prevented his resuming his lectures in the Law School the past year, and leave of absence was granted him, his work being divided between Professor Aymar and Professor Rounds. Otherwise there was no change in the Faculty.

Continuing the policy adopted the previous year, a Senior Morning course was added to the Junior Morning course inaugurated the preceding year. A total of twenty-nine hours of instruction was given in the morning division. The Junior Morning Class numbered ninety-six, as compared with eighty-four the preceding year, and the Senior Morning Class numbered sixty-seven. While the Senior Morning Class is the smallest of any of the regular classes of the school, it is large enough to justify the additional expense incurred for its maintenance, and it serves an important educational end, in that it reduces the size of the Senior Afternoon Class, and makes possible more careful attention to the individual student.

The falling off in this fall's enrollment of forty-three students, or a little over five per cent. may be attributed to the amendments made by the Court of Appeals and the State Board of Law Examiners to the requirements for the law students' certificate. The effect of these changes is a considerable raising of the standards, which has compelled a considerable number of students to defer their study of law for one year. The action taken by the Court of Appeals is a most commendable step in the direction of

making the Court of Appeals requirements of preliminary education equivalent to the entrance requirements demanded of candidates for a degree in law.

The Council and the Faculty of Law have already placed themselves on record as favoring a three years course in all divisions of the Law School for the degree of LL.B. The inauguration of the longer course is rendered difficult, however, by the new rules of the State Board of Law Examiners, rating schools according to the number of hours of instruction a week rather than according to the number of years in the course, and also by the establishment of new Law Schools in the immediate vicinity of the University, and by the active competition resulting therefrom. There are now four schools in the State of New York giving a two years course, and four schools giving a three years course, while the University Law School offers both the two years and the three years course. In accordance with the resolution adopted by the Council during the past year, an effort will be made the present winter to secure action either from the Court of Appeals or from the Legislature, which would render possible the raising of the standard of education in New York City for the profession of law.

2. The Graduate School

The Faculty and the curriculum of the Graduate School remain substantially without change. Dr. Louis Delamarre has been appointed Lecturer on the French Language and Literature, and is conducting graduate work in French at Washington Square.

The number of students shows an increase of fifty over the preceding year. The year was notable also for the

number and high quality of the candidates for the degree of Doctor of Philosophy. Fourteen of the candidates were successful in the oral examinations and received the degree.

The deposit of $50.00 required by the University to assure the publication of the Doctor's Thesis, has been shown by the experience of the past ten years to provide insufficient guarantee, the cost of printing the Thesis in many cases exceeding $100. The Faculty have discussed the advisability of adopting more stringent requirements, but no definite action has yet been taken.

As stated in my last report to the Council, the University is greatly handicapped by the fact that the salaries paid professors in the department of Arts and Science fall below the fair cost of living, so that it becomes necessary for the professors to supplement their salaries by remunerative work outside. The result of this is to diminish the time available for advanced work. Could the University secure adequate endowment for ten professorships in the College and Graduate School, a great expansion of graduate work and advanced research would at once be possible. No University in the country has a demand for graduate courses so incommensurate with the ability of the University to supply them.

3. School of Pedagogy. (Section I)

There has been no important change in the staff of instructors or curriculum of the School of Pedagogy during the past year. The theoretical course given the preceding year on the Education of Backward Children was supplemented the past year by a practical course on the same subject given by a number of instructors, and including

instruction in shop work, instruction in gymnastics, etc., as well as lectures on methods.

The Methods of Education of Backward Children offer a rich field for the scientific study of Pedagogy, not only because of the benefits which accrue thereby to the exceptional child, but because of the light which such study throws on the methods to be pursued in the instruction of the normal child.

The arrangement adopted a year ago permitting candidates for the degree of Master of Arts and Doctor of Philosophy, to take certain courses in the School of Pedagogy, continues a popular one, and sixty students have availed themselves of this privilege the past year. Five candidates received the degree of Doctor of Pedagogy at the Commencement and one candidate the degree of Doctor of Philosophy for a thesis in the Department of Education.

Through the efforts of the Women's Advisory Committee, the receipts of the school for the year were very nearly equal to the expenditures.

New appointments to the Faculty have been made for the present year, as follows:

Lecturer on Methods in History, Dr. James Sullivan, Principal Boy's High School, Brooklyn.

Lecturer on Industrial Education, Dr. A. A. Snowden.

A further account of the school and its work is given in the report of the Secretary of the Women's Advisory Committee, which is printed herewith. It is commended to the perusal of all friends of University work for the teaching profession.

School of Pedagogy. (Section II)

ANNUAL REPORT OF THE WOMEN'S ADVISORY COMMITTEE

The monotony of our Annual Report is occasionally varied by some very radical change in the School of Pedagogy such as the complete reorganization of our courses of study or the resignation of our Faculty and the induction of a new corps of instructors.

Such events as these *have* occurred in the history of the School, but the years which are thus marked we do not count as its best years. The periods of gradual growth and development are those of greatest value to the life of the school.

Such has the past year been.

The growth might have been greater, for it has been continually retarded by the lack of pecuniary aid. We are debarred from doing work which we see is to be done, we are often obliged to refuse opportunities and to curtail the work which we have taken up in some directions to what the students will pay for. This commercialism is something which should not intrude into University life, but we are on the horns of a dilemma.

Before taking up the question of what should be done, let us consider what has been accomplished during the past year.

It is not within the province of the Secretary's report to enter into details with regard to changes in the Curriculum which will be given in the report of that Committee, but we may comment briefly on the changes which have occurred illustrating the development of the School particularly as an institution for the training of specialists, which it is rapidly becoming.

A new name on our catalogue is that of Dr. A. A. Snowden, teaching industrial education and foreign school systems. Dr. Snowden is a commissioner appointed by the New Jersey Legislature to study the problem of introducing trade schools into the State of New Jersey, to study the various manufacturing communities for the purpose of determining what technical training is especially needed and where. I think it is a new departure for the State to give not only manual but technical training, but if public education trends in that direction, it is certainly more sensible and practical for the State to furnish such training to its children than to offer them a classical education. There is much to be said against the propriety of taxing the people to furnish Greek and Latin to the children of the poor, but there is everything to be said in favor of giving a child a practical education which shall render him an efficient and intelligent workman, a valuable member of society and a good citizen. If such schools are to be established in New Jersey they will follow in other States. Principals and Supervisors will be needed, and we are already beginning their training. There is a great opportunity here. Must we refuse it for lack of means, and allow others to take it? We have had other such visions of future needs as in the case of Dr. Gulick's proposed classes for the training of supervisors of gymnasiums and playgrounds. We might have been ready by this time with a fine class of young men and women to meet the demand which has become so urgent, but for lack of money we had to relinquish the plan and other institutions are now doing the work. The work for defective children is developing in an encouraging way.

Ten lectures on this subject are given by Mr. H. H. Goddard, of the school for the Feebleminded at Vinland,

N. J., ten on the physiological side of the problem by Dr. Mary Sutton Macy and ten practical lessons by Mr. Garritt at the School of Ethical Culture.

We had hoped for some alliance with the School for Backward Children on Randall's Island, but the money was not forthcoming and again we have had to decline an alliance that would have been of equal benefit to the City and the University. The only outcome of the agitation, so far, is the free admission of the Randall's Island teachers to the courses relating to the training of defectives in our School. We have in this course 31 students, a number far beyond our expectation, showing how greatly such a course was needed.

Dr. Haney is giving but one course this year on methods of teaching the manual arts. Here again is a lost opportunity. For lack of means we have had to relinquish the new courses proposed for Dr. Haney at our last meeting in the spring.

It is not the most popular courses in demand for the ordinary teacher (and often self supporting) which are most truly University work and which have the most far-reaching results. It is rather the advanced training of the few who shall teach teachers and supervise the educational work of States and cities.

In addition to the new courses which have been mentioned is one by Dr. Gordy on the History of Philosophy in relation to education, one by the Dean on advanced methods, one by Dr. Sullivan on Methods in History, or rather the course given by the Dean last year in Special Methods in History and Geography has been divided and the History given to Dr. Sullivan.

The addition of Mr. Tapper of the School of Music to our teaching corps is felt to be a great acquisition besides

strengthening the tie between the two schools. Mr. Tapper is a highly trained musician and understands very thoroughly the problems relating to the teaching of music.

These lectures are of course designed especially for supervisors and teachers of music, but secondarily for the grade teachers who must follow up daily the weekly instruction of the music teacher. Mrs. Jessup's courses in Domestic Art continue to expand. The names of two assistants appear in the Bulletin this year.

Forty-five courses are now offered in the School of Pedagogy, though seven of them are not given this year.

The number of students is, as nearly as can be ascertained, as follows:

415 already enrolled,
22 yet to be enrolled from the course for Defectives,
40 in Dr. Gulick's course.

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There are at least fifty more students from the Collegiate Division and the Graduate School who are attending lectures in the School of Pedagogy, making 529 attendants on lectures. As there will be at least fifty more coming in at the middle of the year, judging from past experience, it would seem as if the free City Training School was not diminishing our members. The establishment by the City of free courses in Pedagogy at the City College was expected to draw from our clientele, for these free courses (whether intrinsically as good as those offered in the School of Pedagogy or not) will furnish such instruction as the Board of Education requires for its teachers, without expense to them.

It is therefore a surprise to us to find our student body

as large as usual. It is even supposable that this School may be of advantage to ours in the future by drawing off the less desirable element, which is doing more or less perfunctory work and also by attracting students more ambitious, who, after getting the first year or two of Pedagogical work without expense, will feel that they can afford to come to the School of Pedagogy for more advanced work which will qualify them for a degree.

There are seven new courses shown in the Bulletin, several of them substitutes for former courses, but most of them additions.

Since the Bulletin was printed Dr. Balliet has instituted a Seminary on Advanced Methods which gives him three additional hours a week, but he regards this kind of work, giving opportunity for discussion and stimulating to original research, as a distinct advance in the right direction.

It is announced that all of the scholarships have been awarded with the exception of the one given by Miss Yager, which cannot be awarded this year under the terms of gift.

The Western Scholarship was awarded to a nominee of Miss Gould's, though not a Westerner.

With this statement of the past and present condition of the School let us also glance at its future, that we may distinctly understand what to aim and plan and labor for. Its very first need is endowment or financial support of some sort.

To place this need first may seem mercenary, but we have lived too long on faith. We have been tacking and trimming too long and cutting down what *should* be to what *must* be.

Few people realize that the sons whom they send to

college are beneficiaries of generations of disinterested benefactors.

Up to twenty-five or thirty years ago $60 a year paid your son's tuition at Yale. The sum within that time has been doubled, but do you imagine that the small sum you pay for tution covers the cost of his education? The sons of millionaires and multi-millionaires are debtors to the ages for the learning given, or rather let us say *offered,* to them at college. The gross sum of their tuition fees is hardly enough to maintain the material plant. Every chair has its own endowment. The charge for tuition is nominal.

In the days of small things men of fortunes which would be considered beggarly now, in these days of gigantic accumulations, lived in simplicity and humble dignity and gave not of their superfluity but of their self-denying generosity to lay the foundations of these institutions, and in successive generations their noble example has been followed by many. The late benefactions have often been princely gifts, and many of our so-called kings of finance have acknowledged their indebtedness on their own or their children's account by the gift of fine buildings, generous professorial endowments or other large beneficences.

Acknowledging the necessity for such foundation what shall we build upon it? We have sometimes said that our experimental years are over. In a certain sense they are, for the world now acknowledges that Pedagogy is a science and is, at least to some extent, agreed as to the content of the term. In another sense they are not and will never be over, for we advance by experiment and we must have the means to conduct such experimental work.

The highest order of University work is done in the

Seminar. We need more of this kind. It is difficult for the occasional student to pursue his studies in this way, but the proportion of resident students, men and women who come to the city to devote their whole time to such work, is constantly increasing. We have more this year than ever before, and it is such students who attain to the highest usefulness, exert the widest influence and do greatest honor to the University. Students of this class can rarely come wholly at their own expense and more scholarships are needed if we would have their number increase. The terms of their agreement with the University prohibit them from engaging in remunerative employment unless by special permission, so that their academic work may not be interfered with. Our present scholarships and fellowships are sixteen in number on an endowment of from $1,000 to $5,000 each. Such students are usually doing advanced work in special lines.

Education, like medicine, as it advances, tends to specialization and demands, more and more, special courses in University work. These must be placed upon a pecuniary foundation. Commercialism is and always has been incompatible with University work.

Once the public school teacher taught everything, must know a little of everything and nothing well. Now there are special teachers, college graduates, with minds well-developed and broadly trained, taking up a special subject and attaining proficiency in it and also in the art of teaching it.

Does it not seem as if the interest and enthusiasm which the last quarter of a century has seen in study and experiment in all problems relating to education should have a visible result in the immediate future, and that each succeeding generation should be perceptibly

"A closer link
Between us and the crowning race
Of those who eye to eye shall look
On knowledge, under whose command
Is earth and earth's, and in whose hand
Is Nature like an open book."

That is what we are working for, and unless the fermentation which is going on produces this result it is worth no more than the froth on a glass of champagne.

We cannot think so poorly of it as that. There is a great deal of seething and bubbling, producing more or less scum, the worthless comes to the top and must be removed, but let us be careful that we do not mistake it for the good and substantial element underneath.

Let us prove all things and hold fast that which is good.

A few words should be added with regard to the Advisory Committee itself.

There are now nineteen members, of whom several are abroad or otherwise incapacitated for rendering active service. There are also five honorary members.

We should be glad to have additions to our working force, and it is seriously recommended that a good agent be sought out who has a pronounced gift for begging to present the cause of the School of Pedagogy wisely and forcefully to persons judiciously selected. There are men who are especially fitted for this sort of work, and it might be a wise use of some of our scanty means to pay such a man a salary or a commission on what he raises for the School.

Some of the gifts which have come to us annually for some time past have been discontinued on account of the death of the donor or for other reasons, and it seems as if we were in more urgent need than usual.

Our method of working is wholly through standing sub-committees, the meetings of the Advisory Committee furnishing clearing-house facilities for the prosecution of their work. It is most necessary that at these meetings the sub-committees should render full reports, which our constitution requires to be in writing, and of which copies should go to the Secretary to be placed on file. If chairmen would remember this necessity it would greatly facilitate the work of the Secretary and preserve a record of our work which otherwise must be very imperfect.

Respectfully submitted,

KATHARINE BACON SMITH,
Secretary.

New York, November 1, 1908.

4. WASHINGTON SQUARE COLLEGIATE DIVISION

This division of the University, organized recently to render possible the raising of the requirements for admission to the School of Pedagogy, seems to be meeting a continuing rather than a temporary need in the community. The number of students in attendance shows a steady increase, and both instructors and students express satisfaction with the methods of work and the results accomplished. At the last Commencement, forty-three candidates received the degree of Bachelor of Science in Pedagogy, of which seventeen were women and twenty-six men. The value of the work to the community would justify a liberal endowment for this division.

5. The School of Commerce, Accounts and Finance

New York University has within the past ten years given protracted and careful consideration to the question of how the university can help the training of men of business and how this training may be related to the existing College of Arts and Science in a university like our own.

We have worked out a plan differing perhaps from any heretofore adopted by any university. It has been in operation for eight years, and after receiving a few modifications, is producing most satisfactory results, helpful both to young business men who have had time for no more than a thorough high school education and for college men as well.

The foundation rule which we laid down in the beginning was to organize our work for business men on a like plane with our work for the training of lawyers, teachers and physicians. It was not thought expedient to attempt to substitute this professional training for any of the nine groups in the College of Arts. We regard each of these groups as offering to the student who follows it an excellent intellectual training for life whatever may be his avocation. At the same time we expect certain of the groups to be preferred by students who are looking forward to the teaching profession. One group, called the Medical-Preparatory, is designed for those who will study medicine; the Historical-Political for those who will study law; either this group or one in which modern languages or economics predominate will be preferred by men looking forward to business.

Each group demands the introduction of the student

some distance into the three great fields of language and literature, history and philosophy, mathematics and natural science. After the first year, a considerable amount of election is allowed to each student whatever his group. When the student has successfully completed three years of college work he is permitted, in the interest of his future avocation, to substitute instead of the fourth year of College the work of the first year of any of our downtown professional schools.

Thus the College is left to its proper work, which is not to specialize largely for the young man's future avocation, but to bring him up a well-trained gymnast in intellectual work to carry on effectively whatever avocation he may enter.

New York University opposes any universal requirement of a complete college course or of any preparation beyond a thorough four years' high school course for admission to any one of its professional schools, excepting the School of Pedagogy. The profession of teaching in its highest grades should be limited to men who have taken a very extended school training. This position needs only to be considered by thoughtful persons in order to be approved. Our School of Commerce, Accounts and Finance is placed in regard to this point on the same platform with our other four professional schools.

Business is classified by New York University, as shown by the title given its business school, under Commerce, Accounts and Finance. The order is logical. The pioneer trader buying peltry from the Indian and paying in powder and shot is a man of Commerce. If he keeps tally of the pelts he buys by nothing more than notches upon a stick, he is a man of Accounts. When he comes to use money as a medium of exchange, he enters the field of

Finance. The University finds that the problems in every one of these three fields have become so complicated, difficult and huge as to require of those at least who would be leaders, the most thorough mental discipline. He needs to compare with the ablest members of the legal profession in his power of logical analysis and induction. He cannot have too complete a training in mental gymnastics for the highest responsibility. Therefore, the discipline of college is considered desirable for as many of those who enter the School of Commerce, Accounts and Finance as can afford the time and expense demanded for a college course. But in this field still more than in medicine or law or teaching, the demand for workers is now and always will be great and the remuneration in proportion limited. Hence the young men who can afford, upon leaving the high school at nineteen years of age, to devote not less than three years to general college training will be few. The vast majority of even capable and ambitious young men in business will decide to forego the college degree and in place of it to secure, if possible, strictly professional instruction, whether in Commerce, Accounts or Finance, or in all of these subjects together.

To sum up the conclusions that are implied in the foregoing: First, New York University holds that the men who enter business and face the most difficult undertakings and problems need the highest intellectual discipline possible. Second, no better place for obtaining this is offered than the best American college of arts and science, unless in the case of young men who look forward to the field of manufactures or transportation, who may be more profited by substituting for the college of arts and pure science the college of applied science. New York University maintains these two colleges side by side at University Heights.

Third, whether the young man who has completed high school can afford the time and money for a college course or not, he will greatly advantage himself, provided he finds himself to rank above the average as a student and thinker, to enter the professional school of Commerce, Accounts and Finance. He may do this either in conjunction with occupation in business for a part of each day or in conjunction with special study of language and the like. The present year a well-educated able young man in Norway, intending to devote himself to business and inquiring where he might secure special professional preparation for the same, chose the school at Washington Square. He has professed himself to the writer as abundantly rewarded for his journey from Norway to sit at the feet of this special Faculty, under Dean Joseph French Johnson, Doctor of Commercial Science by the grace of one of our oldest college corporations.

The rapid growth of the School of Commerce made necessary the provision of additional space at Washington Square for the use of this school. This provision has been made as follows: Upon the termination of the lease of the Success Company, the University arranged to rent half the floor to the American Book Company, retaining half for the School of Commerce. The space has been divided into three lecture rooms, seating, respectively, two hundred and twenty-five, eighty, and sixty students; a large locker and waiting-room for students; a library, and four offices for the Dean, Secretary, Recorder and other officers.

It is to be regretted that the University could not secure the financial assistance necessary to warrant it in reserving the entire floor for the use of this school, as the large increase in the school this fall taxes the increased facilities to the utmost, and leaves little room for future growth.

6. The Woman's Law Class

No change was made in the instructors or course of study in the Woman's Law Class the past year. The attendance was somewhat smaller than in previous years. A change of the hours of the evening class from eight o'clock to five o'clock was considered, but it seemed advisable to continue the course at the old hour, at least during the present year.

In view of the increased interest among women in governmental and economic matters, it would seem probable that the demand for instruction in law, such as is offered by this class, will increase rather than decrease.

IV. THE MEDICAL COLLEGE AND THE VETERINARY COLLEGE

1. The University and Bellevue Hospital Medical College

Ill health and the pressure of other duties prevented Dr. Hermann A. Biggs from giving his usual courses in the Department of Medicine the past year. Dr. Biggs, however, retains his connection with the Faculty, giving valuable advice and assistance, and it is hoped that it will not be long before he is able to resume his usual work.

The resignation of Dr. Edward K. Dunham from the Professorship of Pathology and the Directorship of the Laboratory of Pathology left that department without a head during the past year, the work being efficiently carried on by assistants. Dr. Richard Mills Pearce was appointed to fill the vacancy thus created, and has reorganized the staff of the Laboratory, and taken charge of this

very important department, giving practically his whole time to the University work.

Upon the initiative of the Faculty's Committee, advisory to the Dean and the Council, on Medical College affairs, the Committee has been increased by the addition of the Directors of the various Laboratories. The stated meetings of the Faculty serve a valuable purpose in unifying the work in the school and developing an intelligent interest on the part of the large staff of instructors, in the work of other departments than their own.

Upon the recommendation of the Faculty, the tution fee in the Medical College has been increased to $200. As in the case of the Law School, the admission requirements were increased this year and a number of applicants rejected, who could have secured admission to the school a year ago. The enrollment shows, therefore, a slight falling off from the enrollment of the preceding year.

The Herter lectures given by Dr. Starling, of the University of London, were received with great interest, and it becomes more evident with each year, that this foundation is proving very helpful to medical education in America, by bringing the leaders in medical education in touch with the leaders in other countries.

The Medical College Clinic continues to be a serious problem, over one hundred thousand cases having been treated by it in the last year. Owing to the inadequate space at the disposal of the college it is not possible to furnish adequate waiting rooms for the patients, and the Clinic continues, therefore, to bear the reproach of being placed in the second class by the State Board of Charities. Two gifts of $500 each, one for equipment, and one for current supplies were made to the Clinic the past year, of which the Council has already been advised. Anyone who

would visit the Clinic on a week day afternoon, and study its operation, would, I believe, be convinced that it has very strong claims on those seeking an efficient agent for doing good to the poor.

2. New York American Veterinary College

Dr. Liautard's absence from the city having been prolonged, it seemed advisable to appoint Dr. William J. Coates Dean of the Veterinary School, giving to Dr. Liautard the title of Dean Emeritus. The enforcement of high entrance requirements by the State of New York, as compared with the entrance requirements for similar schools in other States, has greatly reduced the attendance. The total enrollment last year was only twenty-five. In spite of the devoted and self-sacrificing efforts of the members of the Faculty, it seems improbable that the work can long be continued without either endowment from individuals, or an annual grant from the State.

SUPPLEMENT

Chancellor's Address

at the

Annual Commencement of New York University

June 3, 1908

INTRODUCTORY WORD

Since the delivery of this address in June, 1908, several novel utterances have been made by university presidents, touching both the scope of the work of a university and the proper ratio of universities to population and wealth.

The most notable discussion of the former subject is by the president of Leland Stanford University. This is the more interesting because Leland Stanford alone among American universities declares itself to have no need of added endowments. He maintains that the university should cease to do the ordinary work of the college of arts and science.

The most extraordinary utterances on how many universities are desirable are in two recent articles by the president of an Eastern university. In one article he says:

> "At present the United States is suffering from a plethora of universities, improperly so-called. A dozen, or fifteen, or at most twenty, properly distributed geographically, and thoroughly well endowed, would meet the nation's needs for some time to come."

In another article:

> "The United States possesses no university maintained by the national government, but it possesses a half dozen [!] national universities."

The following address, written without any reference to these recent utterances, may claim a measure of consideration as the observation of a student of university conditions in other countries and our own throughout a long term of years.

THE UNIVERSITY IN AMERICA

The accepted definition of a university whether in Europe or America makes it a social organism which seeks to investigate deeply and to teach thoroughly a few at least of the great departments of knowledge and to prepare men and women for several of the learned professions.

We have a few universities in America who would change the last clause. They would make it read—to prepare college graduates only for the learned professions. We have other universities who would change it so as to read—to prepare for some one learned profession only students of sophomore standing, but to prepare high school graduates for the other learned professions.

The form in which I have given the definition will, if I mistake not, embrace the 140 universities of Europe and the 40 of America.

The most notable educational phenomenon in our country of the half century now ending is the organization or enlargement of two score foundations which either now are or soon will become universities according to the definition that has been given of a university.

In the older States the universities have been formed upon the enlargement of foundations which were created as colleges to satisfy the purposes of various religious denominations. Each considerable division of the American people at an early period expressed its highest intellectual purpose in a college. At the same time, it aimed at the training by such a school of the men who should be their religious teachers. The older State governments were too greatly under the influence of these colleges to attempt to make at the State expense an entirely new foundation for

a university. Economy suggested that it were better to let private liberality care for this work. Every newer State, however west of New York and Pennsylvania, found the colleges too restricted and too poor to supply the demand of the State for such university development as would compare with the foundations in the East that had been laid for a hundred years. Therefore, without any unfriendliness to the colleges, the people of these newer States decided to express themselves in regard to their larger university effort through the government of the State.

The result has been to give two decided forms of universities to America. First, in fifteen older States are eighteen voluntary foundations, which have taken on university character and life—the State has helped one and another of these, yet the government of each is vested in a voluntary corporation, which, as a rule, is self-perpetuating. Second, are twenty-one States, which, with one or two exceptions, are among the newer States of the union, which have undertaken each to support a university controlled by the State. The poorest of these twenty-one States gives as much as $100,000 each year toward university support, the richest give each of them as much as $1,000,000 to this object. Thus these twenty-one States have twenty-one State universities.

In addition to the State universities, there are in four of these twenty-one States some five voluntary university foundations, the majority of which are connected with religious denominations. This makes a total of twenty-six universities in these twenty-one States. Taking together the fifteen States and the twenty-one States, there are thirty-six States in which there are forty-four universities. The foundations which I have named, forty-four in num-

ber, either to-day deserve to be named universities, or soon will have earned a right to this title according to any fair definition.

It will be interesting to notice the ratio which these universities bear to the population. The fifteen older States have 30,000,000 people and eighteen universities, the proportion being one and two-third millions to each university. The twenty-one new States have 43,000,000 of people and twenty-six universities, the proportion being one and three-quarter millions of people to each of their universities. The remaining three or four millions of our population are in the smaller States, of which two have less than 100,000 people each. Some of these smaller States are entirely capable of supporting a very large population.

It thus appears that the ratio of population to each university averages nearly 2,000,000 of people, twice as many constituents as Scotland with 4,000,000 of inhabitants can furnish to her four universities, three times as many as Switzerland with three and a half millions of people can furnish to her numerous universities.

It is easy in theory to draw the line between the undergraduate college and the university. It is not so easy in practice, because our oldest universities have each been evolved from an undergraduate college. Also they have devoted their strength so largely to undergraduate work that in the popular mind even now our oldest and strongest foundation is supposed, very wrongly, to consist chiefly of Harvard College for undergraduates.

In theory the undergraduate college is not necessary to the university. The college is designed for the symmetrical training, whether physical, intellectual or moral, of youths from seventeen till twenty-two years of age. This

may just as well be accomplished in a college which is detached from any university. But in practice, the university in America so far from eliminating the undergraduate college has magnified its importance unduly. Two recent universities, which were established to perform only specifically university work have each been obliged to set up an undergraduate college in order to be like their neighbors. Some of our largest universities have seemed quite willing to take away the undergraduates from the detached colleges. It is possible that the forty-four universities which I have named might each absorb the students of several detached small colleges. This would add only from 1,000 to 2,000 students to each university. But this would be the height of unwisdom. The universities would utterly fail to give these students the best things which they receive from the detached colleges. These are: The specific care for the physical and moral training of the student, the acquaintance and daily tuition of professors of age and experience, a lively interest in the youthful freshman by the college community, the opportunity to the young student for individual initiation and leadership.

The aim of the American university in the twentieth century will be less and less to carry on undergraduate training. The university will turn more and more to research and instruction in many fields of knowledge, and especially to the specific training of men and women for many professions.

The university ought to receive only a limited number of undergraduates, and form these into a single model college, or perhaps two or more model colleges of arts and pure science, such as would serve as a suggestion and inspiration to the detached colleges. It could thus empha-

size the truth that all round training is the highest occupation for youth, until they have reached maturity at twenty-one or twenty-two years of age. It should deter youth from too early specializing or premature professional study.

In regard to the professional schools, there is no agreement on the question how far the university should exact general training under its college faculty of arts and science for each candidate for a professional degree. A very few universities demand that the candidate for a degree in medicine must first have become a Bachelor of Arts or Science. In a few universities this college degree is required of candidates for graduation in law, but there is no university which demands it of the candidate for a professional degree in technology. On the other hand, it is required by every university for the degree of Doctor of Philosophy or the parallel degree of Doctor of Pedagogy. It is generally if not universally required for the degree given by our faculties of theology, the degree of Bachelor of Divinity.

The demand for extended college training has been constantly enlarged for those who are to teach in our preparatory schools. There is every reason for this policy. It might well be extended to the higher teachers of our elementary schools. On the other hand, it is to be doubted whether men entering professions like medicine or technology, which demand so many years of special work, should be required to spend time beyond the preparatory school for the beginning of professional study. The universities may indeed recommend candidates for these professions to study beforehand in the undergraduate college. It is doubtful whether our universities in general will ever demand it.

The final settlement of the investment in time and money a man must make to be a physician or lawyer or clergyman will be based on economics. Can the country township or the poorer wards of every American city pay its preacher or lawyer or physician or teacher enough salary to attract candidates who have spent ten to fifteen years from the time they entered the high school in preparing for a profession? It is the law of supply and demand that will decide what amount of capital a man will invest to enter a learned profession. The judgment of eminent deans of professional schools favors two propositions: First, four years of intelligent, faithful work in the average college gives a young man a decided advantage in the work of the professional school; second, four years of college spent as the worst third of college students, especially in the largest colleges, prefer to spend them, is worse than wasted.

Lord Bacon wanted students to allot their time, one-third to sleep, one-third to meals, recreation and prayers and one-third to work. Many college students, especially in the larger colleges, prefer to amend the third division. Their allotment would be read thus: One-third to sleep, one-third to meals, recreation and prayers, meaning college prayers when required, but instead of the one-third for work substitute one-third for athletics, college societies, college politics with just enough attention to the demands of the faculty to keep the name of the student on the college roll.

Serious inquiry has begun over in Oxford, England, whether membership in an Oxford college is not worse than useless with a large per cent. of students. Eight or ten teachers of Oxford published last year a booklet of 100 pages, entitled "Oxford and the Nation." The arti-

cles in it were printed first in the London *Times*. Here are some of their specifications:

> "Business men commonly complain of Oxford graduates that they find them unused to regular hours of work, untrained in any scientific labor and only fully alive in the world of athletics."
>
> "We have piloted them to a degree along the primrose path of cram."
>
> "We must allow fewer failures arising from idleness and dissipation; we must redeem the holders of our degrees from the stigma of being found idle and inefficient on beginning their life's work, because they are accustomed neither to industry nor to responsibility."
>
> "Oxford has for so long tolerated frivolous and idle men that our natural conservatism makes us afraid to use the knife. Yet we know very well that their presence tends to lower the intellectual tone of undergraduate society, to damage the amenity of college life, to taint by infection the inclinations of the better class, and to lower the prestige of the Oxford degree."

These Oxford instructors say there are two common arguments against putting men out of Oxford who do not work. One is financial; the other is that Oxford must educate the governing classes. To this latter, these writers answer:

> "We cannot believe that the governing classes, whoever compose them, are best fitted for their national duties by acquiring here habits of idleness and dissipation."

I am not saying for a moment that any great American university tolerates idleness, dissipation or frivolity. I

am only saying that even colleges of great repute may not succeed in preparing men to study the professions. The universal requirement of a college Bachelor's degree for the professional school would be far more likely to lower than to elevate the college standard. The Christian church was hurt rather than helped when church membership was a requirement for the office of Constables. Our colleges will do best when their courses are made obligatory for admission to no profession excepting the teaching profession. I would make an honest, thorough college education obligatory for every teacher above the elementary grade. Also I would include every one who teaches from the pulpit or the editor's chair.

Our universities are pledged to give to the country better and better teachers and preachers, better and better physicians and technologists, lawyers and men of literature.

The twentieth century is giving recognition to a new faculty. Within a few years several universities in America have begun to recognize mastery of the higher branches of commerce, accounts and finance as a profession. New York University eight years ago established a faculty of Commerce, Accounts and Finance to investigate and to teach this division of knowledge. It accepts candidates who possess the High School training demanded for Law or Medicine, and carries them on to examinations for the degree of Bachelor of Commercial Science.

The recent immense enlargement in America of corporations and of city government, the vast problems that have risen in transportation the need of greater knowledge in banking and finance have emphasized the importance of special training of the highest possible character. The welcome given to the effort of New York Uni-

versity as a pioneer in setting up this Faculty has been hearty. The Dean and his fellow-professors are awarded by the commercial and financial world genuine regard as men who ought to be listened to. Students come beyond our ability to give them places. The work is new, yet it already has been imitated by one of the younger English universities. Great care and effort being given to the perfecting of the curriculum and the instruction.

The relation of universities in America to women began with the admission, over half a century ago, of women students to certain colleges in Ohio, later came their admission to State universities in the Western States. The States in the East responded by establishing independent colleges for women, such as Vassar, Wellesley and Bryn Mawr. Soon after the graduates of these colleges knocked at the door of the Graduate Schools to gain permission to enter the university; as a rule, every woman having a degree of Bachelor of Arts or Science gained admittance. To-day the vast majority of university faculties, both of graduate and professional study, admit women in all the forty-four universities of America on the same footing with men as candidates for the degree of Doctor. The only serious conflict of opinion is in respect to the admission of the two sexes together to the undergraduate college.

Thus far I have spoken of the work of the university for its constituent members. I like to compare the university to the sun in the sky. It is only secondarily that the sun is the center of our solar system. First the sun has an office to perform toward its own constituent parts. For anything that any of us knows the sun exists chiefly for itself. The chief office of the sun may be devoted to its own hemispheres. Many people in America, perhaps the majority of our citizens, think of the university as be-

ginning and ending its work, when it has taken good care of its students and its professors. This will remain a very prominent aim in this twentieth century.

But my comparison of the university to the sun must be extended. The university is a sun, not chiefly for what it does for itself, but rather for what the sun does for the circle of planets. The accepted opinion is that the main function of the sun is toward the system of planets, of which it is the center and the head. The university in like manner has a large mission beyond the circle of its own membership in caring for the education of the State and the nation. Not till lately has this vocation of the university been largely recognized. The oldest university faculty of pedagogy in America, organized upon a platform like that of faculties of divinity, medicine and law, was founded by New York University in 1890. The university needs this distinct pedagogical faculty to represent its care for the public school. The success of such a faculty is not to be measured chiefly by the number of students which it gathers and instructs, but by its success as a propagandist of the best educational thought and as a critic of wrong educational practice. The university, by means of such a faculty, may inform itself and instruct the public as to the condition of public education in the community. What other judge of the schools of city or State can be found more likely to be impartial? Those who are in charge of the schools are expected to uphold existing conditions as the best possible. Outside of teachers and educational boards we come to the individual citizen, and perhaps to the newspaper. But how meagre is the information possessed by the most intelligent citizen or the most watchful editor in regard to the quality of teaching in the thousand schools of a great city or broad State! What is every-

body's business is nobody's business. Few are really well informed as to the condition of education in any great community, except the leaders who are in charge of the system. If any competent criticism of their success is to be secured it must come from those whose business it is made to examine existing conditions; whose talent and training enable them to form correct judgments, and whose position is so independent that they will speak out plainly and fearlessly in the interests of the people. Such a body of competent critics and friends of public education the university can and ought to offer by a faculty of pedagogy. If it can discover four or three or even two experts of first quality as to insight, lofty motive, wisdom, tact and power to impress themselves upon the community it will make itself of priceless value in our educational system. Under the inspiration and leadership of wise masters of educational science the whole university faculty will constitute themselves a power for right theories and practices in teaching, such as otherwise they could never have become.

Our New York University Faculty of Pedagogy was modeled largely on the Theological Faculty. Both are meant to train teachers, but instead of the professorship of Church History, we chose the History of Education, instead of Anthrolology and Soteriology and the like, we chose analytical and physiological psychology; instead of the Old and New Testament, we chose the educational classics; instead of Church Government and pastoral authority, we chose school organization and government; instead of homiletics, we chose the methodology of teaching, whether general or special. Higher ethics and sociology, which are sometimes omitted from theological studies, were also included. In addition to these six professorships, we have lectureships upon the teaching of school

hygiene, domestic science, physical training and the like. A portion of these subjects are emphasized as more strictly professional. These are excluded from the list of subjects which are given credit toward a degree in arts and pure science. We distinguish by the special degree of Doctor of Pedagogy the student who devotes himself to strictly pedagogical subjects for the required period, and who prepares a thesis which is adjudged to be a contribution to pedagogical knowledge. Most universities prefer, instead of such a special degree, to give only a certificate for specifically professional studies. New York University counts that it has logic on its side when it gives to the teacher a distinctly professional title.

Far beyond the circle of matriculated students, the University must work for teachers. The method of university extension prevalent in England has its uses. The summer school of America is far more effective. New York University, for example, enrolled last summer more than 500 students, nearly all of them teachers, for a six weeks' course of instruction. The head of each department in the Faculty of Arts and Science or the Faculty of Pedagogy either himself gives instruction in this school or nominates his substitute from some distant college or university, who may wish to come to the metropolis. The students gathered last summer represented thirty different States or foreign countries. This work has a great future for the inspiration of teachers.

The third and final office of the sun in the sky may be counted the grandest of all—to illumine space, to shine purely and unselfishly into regions that can give nothing back, and thus to prove itself a part of that

> Holy light, offspring of heaven, first-born,
> Or of the eternal, coeternal beam.

Like this is the third function of the university in the twentieth century. It must become a center of social, political and moral illumination and aid. I do not say of legal aid because there is a Supreme Court for every State, and for the United States; nor of religious aid, because the church exists for this in its many branches. But the university ought to be a center or tribunal of social, moral and political influence.

America will do well to preserve its universities as at present, in two well defined bodies of nearly equal numbers, one under State control, the other independent. The former receive annual subsidies from State legislatures. The latter depend upon private benefactions. The former have the cry raised against them at times of subservience to partisan politicians, the latter of subjection to capitalists. In favor of the former it is claimed that they represent the masses; in favor of the latter that they represent the tried friends of higher education. Let it be granted that there is some ground for each of these assertions and that neither form of university is proof against fault. Then it is most fortunate that the independent university will have as one of its duties to guard the State university against abuses, while the State university should see to it that the independent foundation prove itself all that its name indicates.

Universities ought to be more independent than either of the other great tribunals—the editor's chair or the pulpit. They are endowed as these are not. They owe allegiance neither to pewholders nor advertisers; to a political party nor to church assemblies. They are not restricted, as a Supreme Court is, to questions brought before them for adjudication; nor as church bodies ought to

be, to questions that touch religion; nor as editors of daily papers are, to questions of popular interest.

Every university should account itself a moral person. It has not only a brain, but a will. Unfortunately this has sometimes proven anything but a right will. Once upon a time the great universities of Europe were tested by King Henry VIII of England. He asked them to express their will upon a question of law and morality. The sequel of the story, which is best told by Froude, was a shameful scandal. The universities—most of them—proved Judases, and sold their decision to the highest bidder, and the bidder in each case was a political power. Such commercialism in a university faculty is unthinkable now. A university is called upon to be purer than any other secular organization in the land. It must not be a whit behind the church in its high morality. Its decisions must be as far above suspicion as those of our highest courts. The university is a moral personality, we must strive to make her such or to keep her such. The essence of morality is not reached when a university acquires strength, nor when it practices justice. It must also be good, doing generous things year in and out to the household of education, and, as it has opportunity, to all mankind.

I have not named the conserving of the culture of past ages as a distinct office of the twentieth century university in America. This is included under this third duty of universal service. To act as custodian of libraries, of museums or other collections for the public benefit—beyond the requirements of the membership of the university—or as the trustees of beneficent popular foundations is a form of public enlightenment to which the university may fairly give her name and her help.

The more urgent form of service, however, to the nation and to mankind is to be a voice crying in the wilderness in which men to-day are straying, seeking to find safe and tenable positions in the contests between labor and capital, in socialistic agitations, in debates upon taxation, upon municipal administration, upon the rights of parties and party bosses, of Trusts and Trust promoters. I can but name a few of the issues that are upon us.

The university will not bring in the millennium in the twentieth century; but it can do something to hasten it. America calls the university to a post of responsibility to which it has not been called by any nation until now. If it will take up its high obligation as a witness of what is right and expedient in the issues that are upon us, and put forward spokesmen wise, fearless, tactful, eloquent, it will fulfill the high office to which it is called.

NOTICE

Communications in relation to the action of the Council presented in Supplement II should be addressed to

SECRETARY OF COUNCIL,
New York University,
Washington Square, East,
New York City.

SUPPLEMENT II

Action of the Council

of

New York University

Upon the

Report of the Special Committee

On the Participation of Alumni in the Nomination or Election of Members of the said Corporation

The Special Committee of the Council

WILLIAM S. OPDYKE, Chairman.
WILLIAM M. KINGSLEY, Vice Chairman.
JOHN P. MUNN.
WILLIS FLETCHER JOHNSON.
The Acting Chairman of the Council, *ex officio.*
The Chancellor of the University, *ex officio.*

Israel C. Pierson, a member of the committee, died September 28th, 1908.

Action of Council Adopted Unanimously December 28th, 1908

The Council of New York University, through a committee of its members, which consists of five Alumni, with the acting president of the Council and the Chancellor of the University as members ex-officio, has given careful consideration to the question of inviting Alumni to take part in the work of filling vacant places from time to time in the Council membership.

It has weighed the arguments of the Committee of the Association of Alumni of Arts and Science in favor of restricting Alumni nominations for the Council to that body. It has sought information from the representatives of the other Alumni associations and from the Deans of the various Faculties.

Upon the unanimous recommendation of its Committee, it has adopted the following resolutions:

(1) That the Council accept for consideration the plan for Alumni Representation herewith submitted, to be acted upon, if possible, at the February meeting.

(2) That the Council now approve the principle proposed therein, namely that the plan adopted shall include all the Alumni of the University upon a like footing.

(3) That a copy of this report be sent to each Committee appointed by the several Alumni Associations and also to the Secretary of each Association, with the request that they communicate to the Council any suggestions of changes which they may deem expedient.

Plan for the Nomination or Election of Members of the Council by the Alumni of New York University.

Submitted to the Council, December 28, 1908, with a unanimous report by a Special Committee on Alumni Representation appointed by the Council, February 25th, 1908.

1. New York University hereby constitutes "The Alumni Electorate" in order to enable the Alumni of the University to nominate, or, in the event of the amendment of the Charter necessary for that purpose, to elect members of the University Council.

2. Every person who has received a degree from this University shall be eligible to membership. Members may be either life members or annual members. Every Alumnus who shall have been credited by the University Treasury with a benefaction of $100 made to the University in a single payment, whether as an addition to the permanent property of the University or as a contribution to its current support, shall be enrolled, with his consent, as a life member of the Alumni Electorate. Every enrolled Alumnus who sends a qualifying fee of $2.00 before February 1st of any year, shall be an annual member for that calendar year.

An enrolled Alumnus is defined as a person who has received a degree from the University and whose post office address is given in the recent General Alumni Catalogue or in a supplement to the same to be prepared by the editor of that publication. The enrolled Alumni are arranged in the following four groups:

(1.) Graduates of the College of Arts and Pure Science and of the School of Applied Science, about 1,200.

(2.) Graduates of the Law School, about 2,000.

(3.) Graduates of the University and Bellevue Hospital Medical College, about 10,000.

(4.) Graduates of all the other schools, also Honorary Alumni, about 1,600.

An alumnus that holds more than one degree from the University may designate, among the groups, to which he belongs, that one in which he prefers to qualify.

He may in addition to his primary vote, qualify and vote in his second or third group upon paying an enrollment fee for that group.

3. The Treasurer of the University shall be the Treasurer of the Alumni Electorate. He shall receive and hold the annual membership fees as a special fund to be applied, first, to meet the expense of this plan for nomination, second, to meet the expense of keeping up to date the General Alumni Catalogue and of distributing the same, and third, to establish Alumni Professorships or Scholarships in the various schools in proportion to the numbers of their graduates who qualify for the Alumni Electorate.

4. Either the Secretary of the University Council or a special secretary for Alumni, to be appointed by the Council, shall be Secretary of the Alumni Electorate.

The Secretary will, each year, invite every Alumnus to qualify as a member of the Alumni Electorate, and to send with his fee a preliminary ballot containing his nomination of an Alumnus belonging to his group for a seat in the Council. The first year the Secretary will mail this invitation to each individual Alumnus. Thereafter he may invite by advertisements in the New York University Bulletins. On or before March 1st of each year the Secretary shall send to each member of the Alumni Electorate a printed ballot containing the five names of Alumni in his group which shall have received the highest number of votes in the preliminary balloting. He shall ask each member to return this printed ballot before April 1st, erasing from the same four names and leaving only the name which may be the choice of the member among the five for a seat in the Council.

5. At least one-fifth of the enrolled Alumni of any group must be members of the Alumni Electorate upon February 1st of any year, in order to proceed to the nomination by that group of a member of Council for that year. In case two-fifths of the enrolled Alumni in any group are members on February 1st in any year, they shall be entitled to nominate a member of Council to serve for two years. A membership of three-fifths on February 1st may nominate for three years, or four-fifths for four years. In this way, the Alumni of each of the four groups will become entitled, in case four-fifths of them are found to be members of the Alumni Electorate, in any year, to nominate a member of Council to hold office for four years. In four suc-

cessive years, the four groups will thus be entitled to nominate sixteen members, each for four years, or one-half the entire Council.

6. The name which shall be found to have a majority of the votes under rules 4 and 5 of the members of the Alumni Electorate in any one of the four groups, shall be the nominee of that group to the Council. If no one shall have a majority, then all the five names shall be considered as recommended to the attention of the Council.

7. In regard to each name presented by the Alumni Electorate under this plan, the Council, while it has no power to delegate or diminish in any way its charter responsibility for the election of members, agrees, on behalf of its Committee on Vacancies, adopting the language of its agreement in 1891 with the Association of Alumni of Arts and Science, that

> "The name will be nominated to the Council, for election if the way to election be found clear by the Council."

8. The names of the members of the Alumni Electorate of each year, together with the names of life members will be printed annually in the Official Bulletin of the University.

Statement of the Special Committee

The Committee presents the following statement of reasons which commend themselves in favor of the proposed plan.

First. New York University differs from any other American university of equal age in that its original plan laid large emphasis on the professional and graduate work as compared with the undergraduate. This is shown by the following official announcements made by the University within three years of its inception:

January 14, 1830.

"The great object of the University shall be to extend the benefits of education in greater abundance and variety than at present they are enjoyed, for which purpose such colleges should be established as shall hereafter be found practicable and expedient."

In the same year is the following action:

"A college of Law may hereafter be formed and also a College of Medicine."

"Also the courses of instruction will comprise Civil Engineering."

January, 1831.

"Appointments of professorships shall be made as the resources of the institution will permit and the public good may require in the Philosophy of Education and the instruction of teachers, with special reference to teachers of common schools."

February 12, 1833, the Chancellor brought forward for consideration

"the expediency and propriety of establishing in the University a professorship of Commerce."

> "Communications were received and read on the importance and advantages of a correct and liberal course of instruction in Commerce and the useful arts, and which were ordered to lie on the table."

The above shows clearly that the minds of the Founders were set on something more than the establishment of the usual American College. They intended a university after the order that has been developing in our country within the last generation. This proposed plan of Alumni Representation is in harmony with the design of the Founders.

Second. The present plan gives recognition of the notable work that has been done within recent years in accord with the ideals of the Founders by our older professional Faculties—Law and Medicine. They have placed themselves squarely upon the University platform. They and all their students hold themselves as near to the Council as do the professors and students of the College of Arts. All their financial work is done by the Council. No one of the nine Faculties expects to hold a meeting without the presence of an administrative officer representing the Council. Though working in three localities, each separate from the other, they are behind the Faculties of no university of America in unity of spirit, in common devotion to the great objects of the University and in readiness to sacrifice for their attainment. They are also a unit in the expression that has been made by them through their Deans in favor of the Council treating all of them alike in any plan it may adopt for additional recognition.

Third. The present plan gives recognition also to the pioneer work of our newer professional Faculties.

Nothing is likely to redound to the honor of this University in coming years more than the fact that here first

a university Faculty for the highest professional training of teachers on a like platform with a Faculty of Theology or Law or Medicine was announced in the New York University School of Pedagogy, opened in 1890.

The Faculty of Commerce, Accounts and Finance, while not as old as similar Faculties in two other universities, may perhaps claim to be the first that has aimed to place this Faculty on a platform similar to the strictly professional Faculty of Law.

Fourth. The inclusion of all the Alumni is expedient as a recognition of the encouragement given by Alumni of the professional schools to the current support of the University. For instance, the Alumni of Law have recently done quite a little in promoting the work of the Law Faculty and increasing the income received by the University from Law students. They have done this knowing that the surplus revenue from the Law School is used by the Council largely to supplement the income of the undergraduate schools at the Heights. It would place the Council in an extraordinary position if it should obtain financial benefit for the latter schools from the efforts of the Alumni of Law and yet discriminate against them in the matter of representation.

Each year a subscription for current support of the University is a necessity. Our books show that Alumni of Medicine have contributed a larger sum for current support for each year for some time past than the Alumni of any other association. The Medical Alumni have also excelled those of any other school in their patronage of the admirable general catalogue published by the General Alumni Society. To tell the Law and Medical Alumni that they are not to be considered along with those who have gradu-

ated from the College of Arts does not commend itself as a business proposition.

Fifth. The proposed plan is believed by the Council to take account in a judicious way of the disparity of numbers of the various schools. It is arranged that the Alumni of one school cannot well antagonize those of another school in the choice of candidates for seats in the corporation. The indifference and inactivity of one body of Alumni need have no effect upon the zeal of another body in the support of the University. If all portions of the Alumni body proceed with wisdom and energy, a broad university character will be secured in the additions made to the University Council.

Sixth. The plan follows successful precedents in the recognition of the unity of the Alumni Electorate. The best known instance of a university seeking the cooperation of its Alumni in the selection of members of its corporation is that of Yale. In the year 1871 the charter of Yale was amended to provide for the election of six members by the Alumni and authorizing the existing corporation to provide the rules for making the selection. The working of the Yale plan for nearly forty years, while it has not escaped criticism, and is not supposed to provide against evils arising from indifference or mistakes on the part of voters, has probably been as free from fault as could be expected. The Alumni of every school of Yale are invited to join in the ballot for members of the corporation, but the task of providing the clerical machinery for the distribution of information and securing of the ballots of Alumni is undertaken by the University corporation. The alternative to the University organizing this clerical work would be for each Alumni Association to organize its own office for the distribution of informa-

tion and the collection of ballots. Unless each association could have a paid officer to attend to this work, the work would hardly be done promptly and thoroughly. All experience discourages any hope of a contrary result.

When the fact is considered that the solidarity of all the schools of New York University is of so recent a date, it is manifest that every available agency that makes for wholesome unification should be employed. The University is Alma Mater to every student to whom she gives a degree. At present she has no plan whatever for communicating with her children. The present plan establishes a communication which will be direct, at stated intervals, and mutually stimulating and helpful.

Incidentally, the plan will encourage a sentiment of solidarity among the students of the University. It will assist greatly in keeping the records of the Alumni up to date. This will supplement the splendid achievement of the General Alumni Society in the publication of the three volumes of the General Alumni Catalogue at an expenditure of over $11,000, which has been met at this date within about one-fourth by the orders received for the several volumes.

The University Council has taken the greatest care, especially in recent years, to call into its membership citizens among whom it could find qualified men for each of the Standing Committees which look after our nine degree-giving schools. If the present plan be carried into successful operation, every one of these Standing Committees upon the schools may be reinforced by the coming into the Council of an Alumnus who has learned, as a student, to know and to love his school and who is prepared to labor wisely for its welfare.

The new General Catalogue of Alumni of New York University has been completed this year in three volumes, as follows:

VOLUME I

(1) Alumni of the College of Arts and Pure Science;
(2) Alumni of the School of Applied Science;
(3) Honorary Alumni.

248 pages. Price, $3 postpaid.

VOLUME II

(1) Alumni of the Law School;
(2) Alumni of the Graduate School;
(3) Alumni of the School of Pedagogy;
(4) Alumni of the School of Commerce, Accounts and Finance;
(5) Alumni of the New York-American Veterinary College;
(6) Alumni of the Washington Square Collegiate Division.

373 pages. Price, $3 postpaid.

VOLUME III

Alumni of the University and Bellevue Hospital Medical College.

800 pages. Price, $5 postpaid.

The entire three volumes will be sent postpaid on the receipt of a check for $10. Address

JAMES ABBOTT, Treasurer,
33 East Seventeenth St.,
New York City.